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ABSTRACT

This volume traces the history of a collaboration between the Carnegie Foundation for the Advancement of Teaching and China's National Center for Education Development Research. The collaboration, which began in 1988, was initiated to conduct a comparative study of education in the two countries through information exchanges and seminars. Initially, it focused on five major themes: autonomy and accountability, diversity, localization, curriculum, and quality and assessment. In 1992, two other areas of inquiry were added: reform of primary education and development of higher education in relation to technology. The book traces the history and accomplishments of the collaboration. In separate sections the book reviews the mission and functions of both the Carnegie Foundation and the National Center and the beginning of the partnership; notes the highlights, scope, and nature of the exchange activities from 1988 through 1997; describes a community college program; and assesses the impact of the exchange. Also included is a tribute to the late Dr. Ernest L. Boyer; suggestions for future American-Chinese exchanges; and a look toward the next century. Appendixes include a list of delegates to the yearly exchanges, and copies of the original 1988 agreement and the 1992 agreement which extended the collaboration. (CH)

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# Toward a Global Community of Scholars

The Special Partnership Between
The Carnegie Foundation
for the Advancement of Teaching
and China's National Commission
for Education Development Research

1988 - 1997

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By Dr. Hsi-sheng Ch'i

HE 030 271

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By Dr. Hsi-sheng Ch'i

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THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

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*In memory of*
*Dr. Ernest L. Boyer*
*1928–1995*

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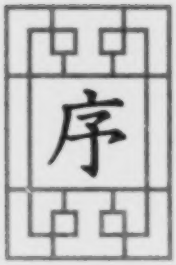



# Foreword

The Carnegie Foundation for the Advancement of Teaching and China's National Center for Education Development Research have been engaged since 1988 in a comparative study of education in their two countries. With this publication, the Foundation seeks to share the story of this remarkable collaboration and its impact.

The relationship between The Carnegie Foundation and the National Center began in Beijing during the late spring of 1988, at the International Seminar on Current Policies for Higher Education Reform. The National Center, established in 1986 by its umbrella organization, the State Education Commission, convened the seminar, including more than ten countries, to exchange research related to reform of higher education. The National Center's larger mission was "to strengthen research for macro educational policy-making and promote educational system reform and educational development."

Dr. Ernest L. Boyer, president of The Carnegie Foundation, delivered a major address, entitled Reforms in American Higher Education, and was then asked to meet with Li Tieying, state councilor and minister of the State Education Commission, and Prof. Hao Keming, the National Center's deputy director, to discuss the possibility of collaboration. They decided that collaboration would be a wise investment of time for both organizations.

On November 14, 1988, at the Library of Congress in Washington, D.C., Dr. Boyer and Professor Hao signed the historic five-year agreement to study education comparatively in the two countries through information exchange and seminars. The agreement focused on five major themes important to both the United States and China: autonomy and accountability, diversity, localization, curriculum, and quality and assessment. In 1992, it was decided that the collaboration had exceeded all expectations and should be extended through 1997. Two new areas of inquiry—the reform of primary education and the development of higher education in relation to technology—were added to the

agreement, and more emphasis was placed on studying the community college model. Eight traveling seminars, alternately in China and the United States, have provided the most productive forum for advancing the collaboration, which has been of significant and tangible benefit to both countries, resulting not only in increased knowledge but also in recommendations which have affected national education policies.

The death of Dr. Boyer on December 8, 1995, was a great loss to the education communities of both the United States and the People's Republic of China. Fortunately, before Dr. Boyer passed away, he had begun working, with the expert assistance of Dr. Hsi-sheng Ch'i, to document the nearly decade-long collaboration with China.

Dr. Ch'i has been a consultant to The Carnegie Foundation since the first Chinese delegation, headed by Professor Hao, visited the United States in 1988. That visit included seminars at the University of North Carolina, Chapel Hill, where Dr. Ch'i was a professor. Shortly after that visit, Dr. Ch'i formally agreed to act as a consultant for The Carnegie Foundation as special advisor to the president on China matters, a position he still holds, though he is now dean of humanities and social science at the Hong Kong University of Science and Technology. Dr. Ch'i has participated in every Carnegie Foundation–National Center exchange.

What follows is Dr. Boyer's and Dr. Ch'i's story of this unique collaboration, the environments in the United States and China that helped shape it, and the impact the collaboration has had, and continues to have, on education in the two countries. This is Dr. Ch'i's account, and it will inform comparative education research colleagues and others concerned about the advancement of teaching and learning in both countries. This book is also a tribute to the vision and leadership of Dr. Ernest L. Boyer and Mme. Hao Keming.

Charles E Glassick

Dr. Charles E. Glassick
Interim President
The Carnegie Foundation
for the Advancement of Teaching

Martha E. Church

Dr. Martha E. Church
Senior Scholar; Past Chairperson
The Carnegie Foundation
for the Advancement of Teaching

# Acknowledgments

For both the American and Chinese people, education is their major national commitment. And yet over the decades, they have evolved some similar but many different approaches toward the philosophy, methodology, and practices in education. It is only natural that leaders and specialists from both countries should desire to exchange ideas to learn from each other.

I was particularly fortunate to have been given an opportunity to participate in this important exchange process, and feel more privileged to write this report about it.

In the past several years, my own intellectual vistas have been broadened by my association with distinguished American and Chinese education experts in seminars and personal contacts. It is they who enabled me to acquire a better appreciation of the strengths, weaknesses, and challenges to their countries' education endeavors. Although they are too numerous to be thanked here by name, in a true sense this report is inspired by their wisdom, imagination, innovativeness, and dedication to the pursuit of human excellence.

In the course of preparing this report, I have drawn tremendous support from several dear colleagues in The Carnegie Foundation–NCEDR exchange relations and therefore wish to express my gratitude toward them.

Dr. Martha E. Church's generosity in sharing her intimate knowledge of American higher education and of the history and mission of The Carnegie Foundation has helped me to view this particular exchange relationship in its proper context and guided me to develop a clear view of its historic meanings. Her unswerving dedication to the cause of promoting American–Chinese mutual understanding has fortified my own conviction in the need to write about it as a record of history.

Ms. Jeanine Natriello has given me the same kind of warm, enthusiastic,

and super-efficient assistance at all the stages of preparing this report as she has managed the exchange relationship itself. In spite of a very demanding schedule in her own work, she has spent a countless number of hours collecting and checking facts, assembling pictures and quotations, and preparing the appendices.

Dr. Wang Xiaoping has been an invaluable source of information and insight to me regarding the complexities of China's education environment. He has also given me great assistance in recognizing the significance of China's education policies in the context of reform and opening up.

All three friends have also read the manuscript many times during its preparation and made suggestions that vastly improved its quality.

Last, but not least, I wish to thank The Carnegie Foundation for giving me the rare opportunity to take part in such a worthy exchange relationship.

Dr. Hsi-sheng Ch'i

# Introduction

American-Chinese cooperation in education had its beginning in the nineteenth century. As China's interest in Western knowledge soared in the 1870s, America was the first country chosen by the Chinese government when it sent students abroad for training. By the 1930s, the United States had become the Western country that attracted the largest number of Chinese students, many of whom returned to China to become leaders in finance, banking, science, education, government, and other professions.

With the establishment of the People's Republic of China, the new Chinese government made a conscious decision to adopt the Soviet system, and began a thorough revamping of its educational institutions. Well-established universities and colleges were reconstituted, and faculty of the same disciplines but from different schools were merged to form new institutions with a sharper disciplinary focus. The Russian language replaced English as the primary foreign language taught in schools. Soviet curriculum, textbooks, and pedagogy were imported to produce a fundamental reorientation of the Chinese education system from the grade schools to the universities, a situation which remained in effect until the early 1980s.

During this period, China's educational institutions also experienced phenomenal numerical growth. Whereas China in 1949 had 205 institutions of higher learning, with a total enrollment of 117,000 students, by 1986 China had over 1,000 institutions. Also by 1986, the enrollment numbers of graduate students, undergraduate students, and three-year specialized students were respectively 190 times, 12.8 times, and 29.9 times those in 1949.

Although these numerical gains would make any other country proud, China's leaders were fully aware of the need to do much more if they were to provide a good life to their citizens, and to train more qualified personnel to

achieve a higher level of development for their country. Their sense of urgency became particularly accentuated in the late 1970s as China's leaders decided to implement ambitious reforms to make China into a modernized country by the year 2000.

To accomplish this objective, China faced several challenges. One was to find resources to meet the rising demands in both the quality and quantity of higher education. Another was to make the necessary adjustment in higher education to complement China's transition from a centrally planned economy to a socialist market economy, and to deliver an education to citizens that would facilitate this transition. Finally, China faced the challenge of coping with the rapid scientific and technological progress on a global basis and maintaining its competitiveness in the future world. All these challenges required fundamental reforms in education at an accelerated pace.

To initiate and implement such vast reforms, China needed a national agency. Consequently, in 1986, the former Ministry of Education was upgraded to become the State Education Commission (SEdC), with the authority not only to exercise direct supervision over some of the nation's best universities, but also to set policies governing academic and administrative life for the entire country. Situated at the apex of a student population of over two hundred million, the SEdC has been a most decisive influence over China's educational developments at this critical juncture.

One of the SEdC's major decisions that proved to have far-reaching consequences was to renew aggressively China's educational contact with the West. Many Western scholars, mostly in the sciences and engineering, were invited to lecture in China, and a much larger number of Chinese trainees and students were sent to study in Western countries. Western languages, particularly English, gradually regained their previous importance, eventually replacing Russian. Initially, although professional contacts were made between Chinese and American educators, and some exchange relationships were established between institutions of higher learning, they were sporadic and uncoordinated events. There was no mechanism on the national level to promote such relationships, nor were there channels for the exchange of educational experiences and philosophies on the systemic level.

As China expanded contacts with the West, its own educational practices also began to evolve. New academic disciplines were created, and others were revived. The most important decision of the reform era was to undertake a major reshaping of the education system. In the new context, it was no longer sufficient to change the education system itself. It became imperative to redefine the role of education in relation to the other ongoing reforms, and to introduce changes that would complement China's drive for economic, social, and technological developments as well. These new developments required a more thoroughgoing reevaluation of education philosophies, structures, and methodologies than ever before.

The United States witnessed enormous changes in and challenges to its higher education structures when veterans of World War II returned from overseas. Issues of access and equity came to the forefront. Women and minorities also became important participants in the education enterprise. Community colleges emerged and grew to be significant partners in postsecondary education. A federal role in student financial aid emerged and is now the focus of considerable discussion and redirection. Physical plants were dramatically expanded, but were not necessarily well maintained over the decades of growth. State-coordinated systems evolved and continue to do so. And while government and other traditional sources of education funding have declined, education costs have skyrocketed, thereby creating considerable debt on the part of students completing degrees.

Given all of these powerful trends, added to the financial constraints experienced at all levels of education, the time was right for dialogue between education leaders of the world's most important power and the world's most important emerging power. It is against this background that the topic of this report, i.e., the relationship between The Carnegie Foundation for the Advancement of Teaching and the National Center for Education Development Research (NCEDR), acquires a special meaning.

# The Partners

The NCEDR was established in April 1986 by the SEdC to serve as an advisory and consulting institution to strengthen research for macro education policymaking and promote education reform and development. As the country's topmost "think-tank" on education, the NCEDR was charged to perform a wide range of critical tasks: to conduct research in development strategies and major policies for education reform, to conduct research on projects assigned by the State, to coordinate education experiments on a national basis, to make policy recommendations to the government in areas of education philosophy, systems analysis, macro-management of education, and to introduce foreign educational models and experiments to China's reform through comparative studies and international exchanges and cooperation. From this list of responsibilities, it was clear that the NCEDR was to be the national Government's most important arm on education policymaking, as well as its most important window to education ideas from other countries.

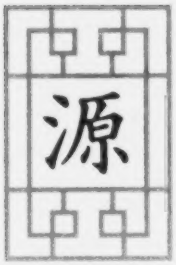
To carry out its mission, the Center had a staff of about thirty full-time researchers and engaged more than thirty illustrious scholars and administrative experts all over China as associated researchers. Mme. Hao Keming, a commissioner of the SEdC, was first appointed as the Center's deputy director-general, and subsequently its director-general.

The Carnegie Foundation for the Advancement of Teaching was established by Andrew Carnegie in 1905 and incorporated in 1906 by an Act of Congress. Originally, the Foundation served as a pension fund for college faculty. Selection standards the Foundation set for the pension fund, however, soon became the focus by raising the standards of education in the United States at every level.

The Foundation later broadened its purpose and became devoted to strengthening American education through scientific inquiry and policy studies.

From 1967 to 1979, the Carnegie Commission on Higher Education and the Carnegie Council on Policy Studies in Higher Education, under the chairmanship of Dr. Clark Kerr, produced more than 160 policy reports, sponsored research studies and technical reports on issues related to policies and programs in higher education, student financial aid, equity and expanding access. These reports were read by educators and policymakers and thus helped to shape the national education debate, which became a major emphasis of the Foundation during the presidency of Dr. Ernest L. Boyer from 1979 until his death in December of 1995. During Dr. Boyer's tenure, the Foundation maintained its interest in higher education and broadened its work to recognize the interconnectedness of all stages in the education experience—from pre-primary education to adult and continuing education. During the 1980s, the Foundation focused on school reform and strengthening colleges and universities. The Carnegie Foundation's original mission is still its mission today: "to do and perform all things necessary to encourage, uphold and dignify the profession."

*Dr. Ernest L. Boyer and Mme. Hao Keming at the collaborative seminar, Beijing, 1992.*




# Origins of the Carnegie Foundation-NCEDR Partnership

Even before the 1980s, leading American and Chinese educators already shared the assumption that a nation's social and economic development was inexorably tied to higher education, and that building a network of colleges and universities within a society had become a prerequisite for national advancement, both cultural and technological. They were also convinced that the quality of national planning would be enhanced through comparative international study of higher education. Although scattered contacts and visits between Chinese and American educators, such as the visit to China in 1974 by Dr. Boyer, then chancellor of the State University of New York, had produced some modest benefits to both sides, fundamental policy changes could be accomplished only with the participation of leading education organizations dedicated to such objectives on a sustained basis.

A window of opportunity emerged in June 1987 when Ernest Boyer, now president of The Carnegie Foundation, received an invitation from Mme. Hao Keming to represent the United States at the International Seminar on Current Policies for Higher Education Reform, to take place in Beijing in the late spring of 1988. The NCEDR's purpose for organizing this symposium was to invite international experts to share their experiences, critically evaluate the effectiveness of their current policies and strategies, and formulate new policies that could enhance the contribution of higher education to a country's economic, social, and cultural development.

The seminar (June 21–25, 1988) afforded Dr. Boyer the opportunity to present a report to China's top educators on America's higher education reform and his own views about the future of higher education in the world. In addition, it enabled Dr. Boyer and Madame Hao to introduce their own organizations to the other side, to articulate their mutual interest in joint American-

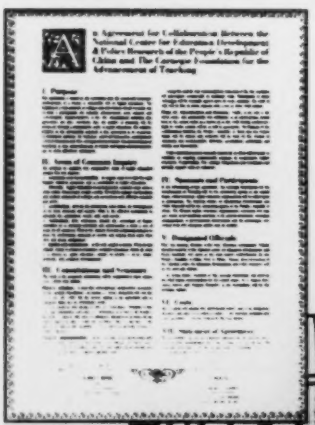
Chinese research on education, and to explore the possibility of formalizing an agreement between the NCEDR and The Carnegie Foundation to conduct regular exchanges on higher education issues of mutual concern. This idea was promptly and enthusiastically endorsed by Mr. Li Tieying, state councilor and chairman of SEdC.

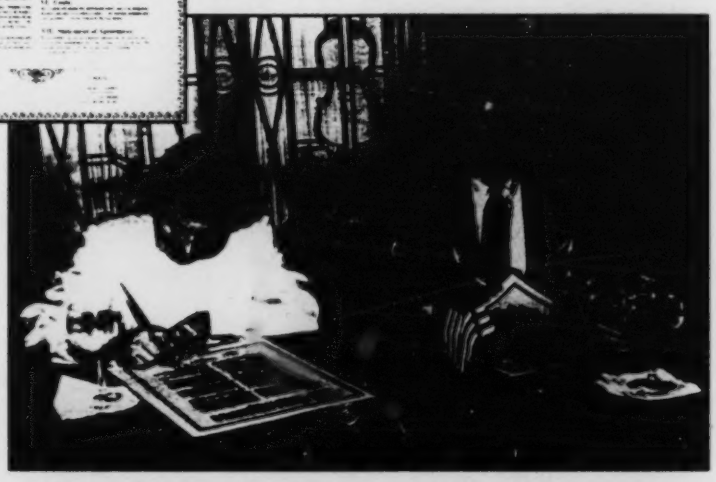
Since the NCEDR had by this time already developed partnerships with two international bodies (UNESCO and the Soviet Union's National Research Institute For Higher Education), its contact with Dr. Boyer signified its recognition of the United States as a valuable additional source of information and innovative ideas for China's reform.

The Carnegie Foundation's history and performance record undoubtedly played a key role in the NCEDR's decision to approach it as the American counterpart. With over 230 reports on American higher education published in the past 90 years, The Carnegie Foundation had earned its reputation as a premiere American research center and the oldest independent policy center for the study of education strategies and policies. Its ability to help set the nation's education agenda, shape the public debate, and influence the development of policies was well known to the NCEDR. The Chinese were equally aware of the Foundation's research capabilities and of its board of trustees, which included many of the most noted leaders of American education, science, and technology. The Chinese professionals' attention was caught by the publication of Dr. Boyer's book, *College: The Undergraduate Experience in America* (Harper & Row, 1987; The Carnegie Foundation, 1996) which made a significant impact on American thinking on the proper relationship between research and teaching. Therefore, Carnegie was regarded as the most appropriate partner by the NCEDR, as they were interested in similar issues, shared the belief in the benefits of international comparative studies on education, and were committed to the improvement of understanding through exchanges.

Following preliminary discussion in Beijing, Madame Hao accepted Dr. Boyer's invitation to visit the United States in November of 1988. At a ceremony held at the Library of Congress in Washington, D.C., on November 14, they signed an Agreement for Collaboration which committed both parties for a period of three years to conduct a comparative study of higher education in the two countries through consultations and collaborative seminars.

This Agreement was unprecedented because it provided for the first time an opportunity to elevate American-Chinese educational cooperation above the individual or institutional levels to the level of policy research and ultimately policymaking. As Dr. Boyer noted, in spite of the remarkable growth of exchanges of students and scholars between the two countries in recent years, there was little cooperative inquiry being undertaken on "how higher education is organized, how it carries on its work, how it relates to government—all of those issues that are, in a sense, the centerpiece of higher education management." Boyer noted further that the U.S. and China had had virtually no serious and continuing dialogue at the highest level of policymaking. This first agreement between Carnegie and the NCEDR was aimed precisely at rectifying this omission. It set out to lay the groundwork for the most extensive and comprehensive collaboration yet between American and Chinese education officials.





***Madame Hao and Dr. Boyer sign the formal agreement for collaboration between The Carnegie Foundation and the National Center, November 14, 1988.(See appendix II for the text of the 1988 Agreement for Collaboration.)***

## Chronology of Exchanges Between The Carnegie Foundation and the National Center

*November 1 - 16, 1988*

*Signing of Formal Agreement: Library of Congress; Washington, D.C.*

*Collaborative Seminar in United States: New Jersey; New York; Massachusetts; North Carolina*

*November 26 - December 6, 1989*

*Collaborative Seminar in China: Beijing; Shanghai*

*May 5 - 17, 1991*

*Collaborative Seminar in United States: New Jersey; Georgia*

*May 25 - June 10, 1992*

*Collaborative Seminar in China: Guangdong; Liaoning; Beijing*

*August 7, 1992*

*Signing of Memorandum of Agreement to Extend Collaboration The Carnegie Foundation, Princeton, New Jersey*

*March 22 - April 9, 1993*

*Collaborative Seminar in United States: California; Arizona; Washington, D.C.; Virginia; Maryland; New Jersey; New York*

*June 17 - July 1, 1994*

*Collaborative Seminar in China: Guangdong; Shanghai; Jiangsu; Beijing*

*October 11 - 21, 1995*

*Collaborative Seminar in United States: Arizona; New Jersey; Virginia*

*April 1 - 9, 1996*

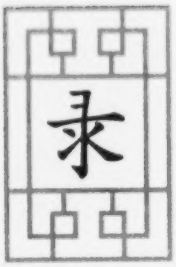
*The National Center for Education Development Research 10th Anniversary and International Colloquium: Education for the 21st Century*

*Peking University Honorary Degree Ceremony Honoring Dr. Ernest L. Boyer*

*Collaborative Seminar in China: Beijing; Fujian*

*September 24 - October 4, 1996*

*Collaborative Seminar in United States: California; Wisconsin; Massachusetts; Washington, D.C.*



# Highlights of Exchange Activities, 1988–1997

The 1988 Agreement stipulated that the partnership would be fostered through a series of seminars, regular consultations, and occasional exchanges of visits over a three-year period. Since then, the two collaborating organizations have spared no effort to increase the number of educators and government officials in the process and to expand the geographical coverage of these contacts (appendix 1). In 1988, The Carnegie Foundation arranged for Madame Hao and her delegates to meet with top university administrators and government officials in North Carolina, New Jersey, New York City, Massachusetts, and upstate New York. In the ongoing seminar series, Carnegie made a special effort to create opportunities for a dialogue between the Chinese and an expanding group of American educators. These forums provided possibly the most systematic and comprehensive interaction between American and Chinese educators since the reestablishment of diplomatic relations in 1979.

A return visit by The Carnegie Foundation delegation to China took place during November and December 1989. The Carnegie delegation, led by Ernest Boyer and consisting of Dr. David Hornbeck, chairman of the board of trustees; Dr. Charles Glassick, vice president; Mr. Robert Hochstein, special assistant to the president; and Prof. Hsi-sheng Ch'i, special advisor to the president on China matters, visited Beijing and Shanghai and held discussions with Chinese leaders at the highest levels of education and government. While in Beijing, the delegation also participated in UNESCO's International Symposium and Roundtable on Qualities Required of Education Today to Meet Foreseeable Demands in the Twenty-First Century.

In May 1991, The Carnegie Foundation hosted an NCEDR delegation's visit to the United States. This time, the Chinese delegation included provincial education leaders from Guangdong, Liaoning, and Sichuan provinces. The joint delegation held seminars in New Jersey, Florida and Georgia. Seminars included

*Ernest Boyer with Chinese delegation at The Carnegie Foundation, 1991.*

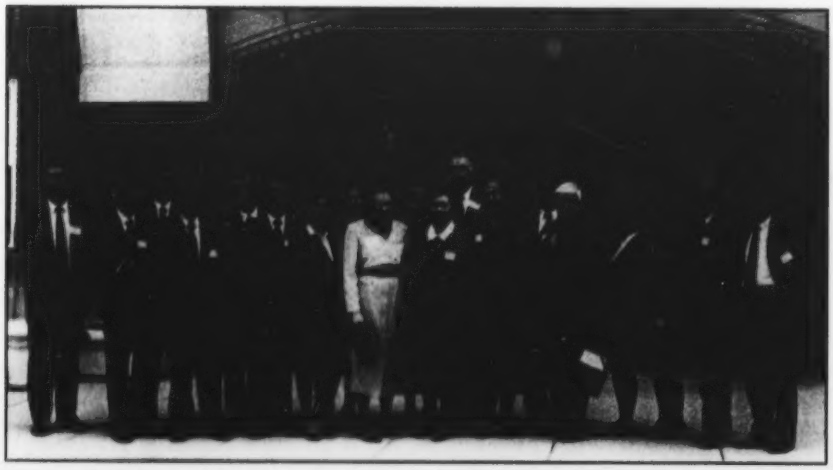
education leaders from across the United States and focused on macro-management and institutional management of higher education, diversity of institutions and missions, localization of higher education responding to community needs and the role of the professoriate.

In May and June 1992, The Carnegie Foundation sent another delegation to China. Again led by Ernest Boyer, other delegation members included Dr. Martha E. Church, chairperson of the board of trustees; Dr. Roy McTarnaghan, C. D. Spangler, Jr., Dr. Alfredo G. de los Santos, Jr., Dr. Mary Huber, and Dr. Hsi-sheng Ch'i. The focus of the Carnegie members' presentations was on the issue of how higher education could serve the needs of local economic and social development, two important issues from the point of view of the American delegates. The value of the visit was considerably enhanced because the delegation was given the opportunity to take the seminars to two other major cities besides Beijing (Guangzhou in South China and Dalian in the Northeast), where The Carnegie Foundation delegates met with education officials and university presidents from neighboring areas like Guangdong, Liaoning, Jiangsu, Hebei, Sichuan, Jilin, and Shanghai. In addition to institutions of higher learning, the delegation also visited a large number of factories, hospitals, local high schools and primary schools, industrial development zones, farms and villages, and research laboratories.

*Ernest Boyer and delegates at De Shen Xiang Centre School, Jinzhou District, 1992.*

In 1993, Madame Hao brought an NCEDR delegation to visit the United States. While delegates of past visits included central education officials, and, later, provincial education representatives, this delegation included institutional leaders. Jiangsu Provincial Education Commission was joined by Jiangnan University and Guangdong Provincial Higher Education Bureau was accompanied by Foshan and Wuyi Universities. Seminars focused primarily on the state's role in higher education. Case studies were presented during traveling seminars to California, Arizona, Washington, D.C., Virginia, Maryland, New Jersey, New York, and Washington, D.C. There was much attention given to the community college model and its role in the U.S. higher education system, and matriculation of students

*Ernest Boyer with Prof. Wang Wei-Xin, president of Guanxi Teachers University, Guilin, Guanxi Province, 1992.*



*1993 Chinese delegation in front of the Beneficial-Hodson Library and Information Technology Center, Hood College, Frederick, Maryland*

from community colleges into universities was highlighted. The federal role in higher education, especially the support of university research, was also studied. During this visit, Mme. Hao Keming delivered in English a major address on the education of women in China, an important addition to a growing literature on women's education.

The Carnegie delegation to China in 1994 was led by Dr. Alfredo G. de los Santos, Jr., a trustee of the Carnegie board and the vice chancellor for student education and development at Maricopa County Community College District in Arizona. The members of this delegation included Dr. Lattie Coor, Dr. Harold Eickhoff, Dr. Warren Fox, Dr. Arnold Oliver, Dr. Craig Richards, Dr. Anthony Santoro, Dr. Thomas Sepe, Ms. Jeanine Natriello, and Dr. Hsi-sheng Ch'i. This delegation visited a number of municipal colleges and universities in the Pearl River delta, one of the most developed areas in contemporary China, and later the cities of Guangzhou, Shanghai, Suzhou, Wuxi, Nanjing, and Beijing. The goal was for delegates to gain a more comprehensive, in-depth understanding of the education system in China and the respective needs of the cities visited. In addition, the members of the delegation had the opportunity to renew acquaintances with many of the hosts, who had been members of the Chinese delegation that visited the United States the previous year.

*1994 Sino-U.S. Seminar on Higher Learning Institution Development, Foshan University.*

In 1995, a Chinese delegation from the Wuxi municipality of Jiangsu Province visited the United States under the aegis of The Carnegie Foundation and was hosted by Dr. Alfredo G. de los Santos, Jr., and the Maricopa County Community College District of Tempe, Arizona. The delegation, composed of education, municipal, and county officials who all have a role in further developing education in Wuxi, sought to get better acquainted with the United States community college model and to determine how this model might be relevant to the educational and community needs in Wuxi. The delegation visited Maricopa County Community College District in Arizona, the Virginia Community College System, and Mercer County Community College in New Jersey, with which they have a partnership.

During both the 1993 collaboration in the United States and the 1994 collaboration in China, institutional partnerships were formed through formal written agreements to exchange information and, in some cases, exchange faculty and students or engage in collaborative projects. Several of these partners held exchange visits during 1995. The Maricopa County Community College District, the Virginia Community College System, and Mercer County Community College all hosted individuals or delegations on their campuses. Informal relations developed during the 1994 collaboration, rather than a formal written agreement, also resulted in a 1995 exchange with Trenton State College.

As a direct result of these collaborations, more exchanges are planned. For example, as a consequence of the visit by Wuyi University to Maricopa County Community College District in December of 1995, Maricopa Colleges plan to send students and faculty to Wuyi University during the summer and fall of 1997, and expect to host Wuyi faculty, administrators, and possibly students, at Maricopa County Community Colleges in 1998 and 1999.

In July 1995, The Carnegie Foundation's staffing for China was augmented by Dr. Martha E. Church as a part-time senior scholar with the special responsibility for the collaboration with the NCEDR. Dr. Church is a former chairperson of the Carnegie board of trustees and had just retired from the presidency of Hood College in Maryland after twenty years of service. She made a trip to Beijing in August and September 1995 and reached an agreement with Madame Hao on the exchange activities for the next two years. While in Beijing, she also made an important presentation on the future of higher education for women at an NGO (nongovernmental organization) session chaired by Dr. Hao Keming as part of the Fourth World Women's Conference.

In late 1995, The Carnegie Foundation and American education suffered a great loss with the passing away of Ernest Boyer. At this point, Dr. Boyer had just completed preliminary discussions with the NCEDR concerning the 1996 seminar and finalized a plan to lead the next Carnegie delegation to China. Notwithstanding this most unfortunate event, Dr. Charles Glassick, who had only recently returned to Carnegie after retiring from the presidency of the Robert W. Woodruff Arts Center in Atlanta, assumed office as Carnegie's interim president and led the delegation to China as was originally scheduled.

Dr. Glassick's delegation included Dr. Church, vice chairperson of the delegation, Dr. David Breneman, Dr. Hsi-sheng Ch'i, Dr. Arthur Hauptman, Dr. D. Bruce Johnstone, Ms. Jeanine Natriello, and Carnegie trustee Dr. Chang-Lin Tien. There were three purposes for the visit. First, as part of the Carnegie Foundation–NCEDR agreement, collaborative seminars were held in Beijing and Xiamen to study a new area of inquiry: financing higher education. Second, the delegation participated in Peking University's conferring of an honorary degree posthumously on Ernest Boyer, received by his wife, Kathryn Boyer. Third, the delegation participated in the National Center for Education Development Research's Tenth Anniversary celebration, which included

presentations by, among others, Dr. Hao Keming, Dr. Chang-Lin Tien, and Dr. Charles Glassick at the NCEDR-hosted International Academic Colloquium: Education for the Twenty-First Century.

U.S. delegates had the opportunity to discuss critical issues related to financing higher education, in both countries, and establish ties for future conversation. The delegates also had the good fortune to meet with a number of high officials who are helping to shape education strategy for China in the twenty-first century, including Mr. Zhu Kaixuan, minister of the State Education Commission, and leading scholars from northeast and southeast China.

***Visit with Mme. Lei Jieqiong, vice chairwoman of the Standing Committee of the National People's congress. Great Hall of the People, Beijing, April 4, 1996.***

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The most direct driving force of teaching reform lies in application of techniques. In the industrial society, the ancient teaching models had to be replaced by the classroom teaching system in order to raise the teaching efficiency significantly, while in the information society, by means of electronic information networks symbolized by multi-media, it can fully exploit man's intelligence, greatly increase teaching efficiency and levels, and make individualized teaching, development of individual personality and learning by one's own will become possible.... The instancy and globalization of information makes it possible for the latest scientific achievements and educational resources to be transmitted far and wide in seconds and be profitable to those users at any time.

*Prof. Pan Maoyuan,* emeritus *director*
*Research Institute of Higher Education of Xiamen University*
*from a paper presented at the International Academic Colloquium: Education for the 21st Century, April 3–4, 1996, Beijing*

Human society is waving farewell to the twentieth century and marching into the twenty-first century. With this historic process, the waves of high-tech revolution, dominated by information technology, biological engineering, energy and spaceflight technology, are lashing at every corner of our blue planet with irresistible force. The development of society and economy will no longer be determined by its natural resources, its manpower or its capital reserve, but will be more and more determined by its capability of creating, processing, spreading and applying scientific knowledge and information.... The universities will play a more important role in the development of society and economy in the future. We would like to strengthen the exchange and expand cooperation with the friends from the field of higher education in the world and together make contributions to the development and progress of mankind in the twenty-first century.

*Prof. Wu Shuqing, president, Peking University*
*from a paper presented at the International Academic Colloquium: Education for the 21st Century, April 3–4, 1996, Beijing*

A September 1996 collaborative seminar entitled The Research University in the 21st Century was held in California, Wisconsin, Massachusetts and Washington, D.C. Dr. Wei Yu, vice-minister of the State Education Commission and noted leader for science in China in the twenty-first century, headed a Chinese delegation composed of the presidents of China's four most prestigious universities: Peking University, Tsinghua University, Fudan University, and Shanghai Jiaotong University. Also joining her were key officials from the foreign affairs department of the State Education Commission and from the National Center for Education Development Research. United States universities and institutions asked by The Carnegie Foundation to host the Chinese delegation responded very enthusiastically and commented that this was the highest level education delegation ever to visit the United States. The hosts included the institutional heads of the University of California, Berkeley; Stanford University; the University of Wisconsin System; the University of Massachusetts, Boston; Massachusetts Institute of Technology; and Harvard University. In Washington, D.C., the delegation was hosted by U.S. Secretary of Education Richard W. Riley and his deputy assistant secretary for student financial assistance at the Department of Education; the directors of the United States Information Agency and the National Science Foundation; as well as the ambassador of the People's Republic of China. This final exchange of the 1988 through 1997 agreement between The Carnegie Foundation for the Advancement of Teaching and the National Center for Education Development Research completed what had become almost annual contacts between the two partners.

*Madame Hao, Dr. Church, and Mrs. Boyer at the March 1993 Hood College ceremony conferring an honorary doctorate of humanities on Madame Hao.*

# Scope and Nature of the Exchanges

During the nearly decade-long collaboration, both the scope and nature of the exchanges have expanded considerably. One indication of this expansion is the geographical coverage of exchange activities. From the very beginning, The Carnegie Foundation had intended to maximize contact between American and Chinese educators. As a result, it invited a large number of American educators, university administrators, top officials of regional educational associations and professional societies, and state education administrators from the four corners of the United States to make presentations and to hold discussions with their Chinese counterparts. Visits to many parts of the United States were arranged, and the sites were carefully selected to show the great diversity in American education and to facilitate learning on both sides.

In sending delegations to visit China, The Carnegie Foundation was equally attentive to achieving a broad geographical representation and to providing the widest possible personal and professional contact with their Chinese counterparts. Its delegations to China during 1989–96 included distinguished educators, top administrators from private and public universities, community colleges, and leading academicians from Arizona, California, Florida, Maryland, North Carolina, New Jersey, New York, Virginia, and Washington, D.C.

The same trend was evident on the Chinese side as well. China's delegation to the United States in 1988 consisted of NCEDR leaders and researchers; in 1991, the delegation included education commissioners from three provinces: Guangdong, Liaoning, and Sichuan, in China's South, Northeast, and West respectively. In 1993, education commissioners from East and South China, Jiangsu and Guangdong, were included. The inclusion of provincial leaders in the exchange activities marked an important step forward in the

collaboration, as these leaders came from provinces whose impressive economic growth made them most eager to undertake major education reforms. Direct contact with the American education system could be very helpful in fulfilling their objective.

The NCEDR also made every effort to give the Carnegie visitors the maximum opportunity to establish contact with China's education leaders and to gain firsthand understanding of the true conditions of education in China through site visits, which not only included educational institutions from primary schools to colleges and universities, but also research institutes, farms, factories, village medical units, commercial enterprises, etc.

This spirit is also exemplified by the seminar sites and participants in China. The first seminars for The Carnegie Foundation visitors were held primarily at the NCEDR in Beijing. But the subsequent seminars were shifted to provincial cities, and sometimes to smaller towns and individual campuses. As Dr. Boyer pointed out in his report to Carnegie's board of trustees in 1991, this arrangement by the NCEDR was in full accord with Carnegie's own plan, which was to build on and broaden this work by bringing a traveling seminar to China. Traveling seminars can bring intellectual stimulus and international contact to the local and institutional levels, as well as to national leaders. Each seminar could be attended by a very large audience and generate interest at the grass roots.

All these activities have also enabled the American educators in the Carnegie program to acquire a far better understanding of Chinese education and the Chinese government's thinking on the role of education in the nation's social and economic development. This is possible because both sides have made a sincere effort to use this channel to enhance their understanding of education issues on a sustained basis, and because both sides have put a sharp focus on the agenda so that their exchange relationship could develop in a carefully set course while allowing the possibility for new issues of common interest to be incorporated.

Probably the best indicator of the steady development of the collaborative relationship over the years is the selection of topics for the seminars. The original collaborative relationship was defined by the 1988 Agreement, which focused on administrative and organizational issues confronting China's and

America's education systems, and identified five key themes as the foci of their comparative study. These were:

1. Autonomy and Accountability—to find the right balance between autonomy and accountability in higher education.
2. Diversity—to explore the functions and student standards of colleges and universities with different missions and levels on the assumption that higher education in contemporary societies must serve a wide variety of social and individual needs.
3. Localization—to identify ways for the institutions of higher education to serve better the development of the local economy and society, and to discover effective mechanisms to integrate the institutions closely with local needs.
4. Curriculum—to make the curriculum of higher education more responsive to changing economic and social needs, to define a core of study for all students, and to find the right balance between preparing students to meet the professional demands of society and helping them meet their civic and moral obligations.
5. Quality and Assessment—to recognize that in the end quality is crucial, to search for reliable means to measure excellence in higher education, and to assess higher education's impact on society—on its culture, economy, and technical development.

These issues were chosen because the Chinese government regarded them in the late 1980s as of the utmost importance to the future of China's higher education and to the prospects of modernizing and strengthening the country's economic and social structure. The Carnegie Foundation board of trustees and Dr. Boyer readily concurred that these issues were of paramount importance to the United States, thereby guaranteeing that each side would benefit from discussions of these five topics.

Between 1988 and 1992, Carnegie's main effort was to organize seminars to explore further these issues both from a theoretical point of view and by introducing the rich variety of American experiences and models for discussion to its Chinese counterparts. Thus, under the topic of diversity in higher education, Carnegie's invited speakers presented a comparative system overview, discussed the various missions of higher education, the types of higher education

institutions the nation needed, and the priorities given to different kinds of institutions.

Under the topic of localization, American educators explored ways in which higher education could assist in economic and industrial development or in health, environmental and agricultural development, or in school reform.

Under the topic of quality and assessment, the discussion ranged from evaluating institutions to evaluating faculty and students, with the focus placed on the role of the professoriate. The Chinese educators were briefed on such issues as how American faculty currently spend their time, the appropriate teaching load, the different roles of faculty among different institutions with different missions, and the appropriate professional development strategies for the future. Since there is no definitive agreement in the United States on many of these topics, discussions were lively on both sides.

**Financial considerations certainly are helping to push Chinese colleges and universities into collaboration with enterprise and industry. But there is also, we felt, a genuine commitment to contribute to the larger goals for China summarized as "The Four Modernizations," the modernization of agriculture, industry, defense, and science and technology, and to a real desire to align themselves with the aspirations of their local communities for economic development. As a result Chinese colleges and universities are engaging in a wide variety of programs in training, research, development, and outreach. Indeed, this is an area in which we came away from China feeling that our seminar had been collaborative in the best sense of the word. Not only have we been able to contribute lessons from American experience to Chinese discussions and debates, but we have learned much about service and "the scholarship of application" from them, as well.**

***from a paper presented at The Carnegie Foundation for the Advancement of Teaching Meeting of the Board of Trustees November 17, 1992***

Seminars were coupled with campus visits, which provided Chinese educators more opportunity to exchange views with American university administrators and presidents and to gain a better understanding of how the American higher education "system" handled its organization, management, funding, and social responsibilities. Strengths and weaknesses of having a system versus no system were discussed vigorously by all participants.

It soon became clear that the first Agreement would expire just as the two parties had laid a solid foundation for a good relationship to flourish. As both sides agreed that the relationship should be continued, an Agreement to Extend Collaboration through 1997 was signed by Dr. Boyer and Prof. Cai Keyong, deputy-director of the NCEDR, on August 7, 1992, at Princeton, New Jersey.

The 1992 Agreement to Extend Collaboration expanded the research and comparative studies to include two new areas as well as to build on two topics developed since 1988:

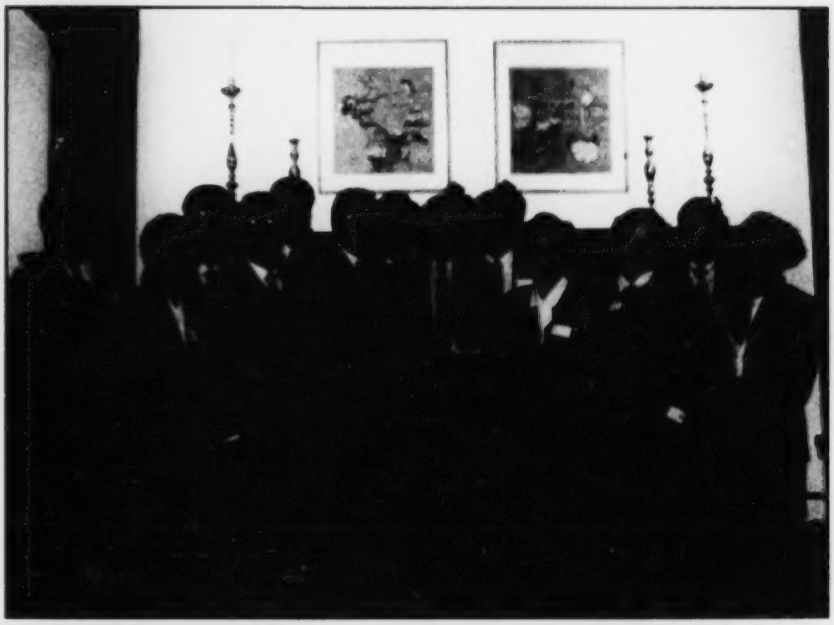
1. Administration of higher education—the respective duties and powers of the central government, the local governments, and the higher education institutions; the management mechanism within the institutions of higher education; and financial resources and fundraising, etc.
2. Relationship between the development of higher education and technology—the various models of relations and cooperation between higher education and enterprises.
3. Community colleges—their characteristics and developmental trends.
4. Primary education—its reform for the twenty-first century.

In selecting these topics, the NCEDR and The Carnegie Foundation again aimed at exploring challenges which had arisen in China and the United States over the previous few years. For example, America's state university systems were an area of great interest to international education leaders because they offered different models of mixing administrative control with academic freedom, integrity, autonomy, and responsibility. In The Carnegie Foundation's view, the issues which might interest the Chinese would revolve around an attempt to redefine the relationship between the government and the universities so that

*Prof. Cai Keyong and Dr. Boyer at the signing of the Agreement to Extend Collaboration, August 7, 1992. (See appendix III for the full text of the Agreement to Extend Collaboration.)*

the former will continue to have some control while the latter can enjoy greater autonomy. The specific areas of concern are budget, enrollment, curriculum, faculty workload, sideline profit-making work by faculty, student placement, faculty recruitment, salaries and promotion, school-run enterprises, etc. Most of these critical issues are of concern in the United States, especially budget, curriculum, and faculty workloads.

In March and April 1993, under The Carnegie Foundation's auspices, the NCEDR delegates visited more than twenty higher education institutions of different types in six American states, and conferred with thirty-six top university administrators. It was on this trip that Wuyi University signed an agreement



*Dr. Clark Kerr (center), Ernest Boyer, Madame Hao and delegates at the 1993 University of California, Berkeley seminar.*

with Maricopa County Community College District, the Wuxi Education Commission signed a memorandum of cooperation with Mercer County Community College of New Jersey, and Madame Hao was awarded an honorary doctorate of humanities on March 31, 1993, by Hood College (in Frederick, Maryland), where she delivered a penetrating analysis on the education of women in contemporary China.

The 1993 seminar series was organized by Carnegie to familiarize the NCEDR delegates with the evolution of the American higher education "system." Several major areas were covered:

First, the Chinese were informed about the different roles of the federal, state, and local governments in higher education and presented with the models of several key states. American experts discussed the issues of classifications, missions, functions, funding, governance, budget, and salary scale. They also

*Madame Hao receiving an honorary doctoral degree from Dr. Martha E. Church, Hood College, March 31, 1993.*

explained how the development of local economy enabled the United States to develop a two-tier education system on the state and local levels, i.e., the emergence of the nation's community colleges. NCEDR visitors showed great interest in the fact that most American colleges and universities were content to adhere to their missions and did not seek to artificially enhance their prestige by becoming comprehensive or research universities, thereby allowing the country to maintain an integrated and balanced distribution of institutions of higher learning.

Participants discussed the mechanisms which allowed the universities to develop their governance, control, and growth independently. These mechanisms include laws and regulations, self-control or control through the budgeting process, external review and quality-control mechanisms, and efforts to minimize disparities in salary scales in different kinds of institutions.

Finally, the seminar also addressed the new challenge posed by the reduction of the federal government research budget and the painful adjustment measures it often entailed. This issue was of special interest to the Chinese educators as their country was undergoing a similar process of reduced governmental budget and as the sources of educational funding were becoming more variegated.

> If it can be said that women's emancipation in the past depended to a large degree upon the social support and the protection of laws, then it can be said that, at present, it hinges to a large degree on their own personal attainments in science and culture, and along with their achievements also their self-respect, self-confidence, self-support, and unremitting will. For this reason, women's education is becoming all the more important today than ever before.
>
> *Mme. Hao Keming, director-general*
> *The National Center for Education Research and Development*
> *from a paper presented at the ceremony at Hood College conferring*
> *the honarary doctorate of humanities on Madame Hao*
> *March 31, 1993, Frederick, Maryland*

## Key Themes of Agreements Between The Carnegie Foundation and the National Center

*Agreement for Collaboration, 1988*

*Autonomy and Accountability*—An urgent need is to find the right balance between autonomy and accountability in higher education.

*Diversity*—Higher education in contemporary societies must serve a wide variety of social and individual needs. We wish to explore the functions and student standards of colleges and universities with different missions and levels.

*Localization*—How do the institutions serve better the development of the local economy and society? What is the effective mechanism to integrate the institutions closely with local needs?

*Curriculum*—How responsive should the curriculum of higher education be to changing economic and social needs? Is there a core of study for all students?

What is the balance between preparing students to meet the professional demands of society and helping them meet their civic and moral obligations?

*Quality and Assessment*—In the end, quality is crucial. What are the reliable means to measure excellence in higher education? Above all, what is, or should be, higher education's impact on society—on its culture, economy, and technical development?

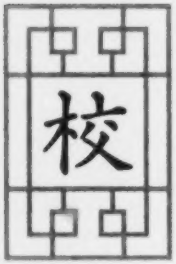
*Agreement to Extend Collaboration, 1992*

Administration of higher education; including the respective duties and spheres of power of the central and local governments, and higher education institutions; the management mechanism within the institutions of higher education, and financial resources and fund raising, etc.

The development of higher education in relation to that of the high tech district; the experiences of relations and cooperation between higher education and enterprises.

The characteristics and trends of development of the community colleges.

Reform of primary education for the twenty-first century.




# The Community Colleges

The American experience in community colleges became a matter of intense interest to the NCEDR shortly after the collaborative relationship began, and was incorporated as such in the 1992 Agreement to Extend Collaboration. From Carnegie's publications, the NCEDR had become interested in the growth of community colleges as the most impressive structural development of American higher education in recent years. In 1992, Dr. Boyer became more fully aware that the American experience could have some applicability to the evolving Chinese education reform. Thus he was pleased to share with NCEDR leaders such issues as how community colleges are funded, their management, their curriculum, their ties with local social institutions, work-study arrangements, their contribution to meeting local economic needs, and employment opportunities for their graduates, etc.

Within this context, many important aspects of the role of community colleges in higher education were broached, including how they assist in economic and industrial development, in health and environment development, agricultural development, and school renewal. Different models were explored with the Chinese visitors in 1991 and 1993 as case studies. They included Maricopa County Community College District, the Miami-Dade Community College system, Coast Community College District, Yale-New Haven Teacher Institute, as well as Cornell University, the University of Southern Colorado, the University of Florida, the Virginia Community College system, the Maryland state system, the Baltimore City Community College system, and the New Jersey and New York state systems.

In time, community colleges became the vehicle for the Carnegie-NCEDR collaboration to produce a breakthrough in American-Chinese educational exchanges by creating opportunities to forge campus partnerships between U.S.

community colleges and institutions in China. Actually, by the early 1990s, many American-Chinese exchange agreements in higher education had already been signed. But they basically were confined to the more resourceful and better known comprehensive universities in both countries, while local institutions, especially community colleges, were left out of this exchange relationship. This was an intrinsically unsatisfactory situation not only because, as a separate category of institutions the community colleges served a large number of students in America, but also because the special characteristics of community colleges met special needs and enabled the colleges to make a unique contribution to the international exchange process. It was noted by Chinese delegates that U.S. community colleges have four unique characteristics: first, their close relationships with the communities; second, the direct and immediate impact on the community's economy; third, the flexibility to meet the needs of the communities; and fourth, their quick response to the changes in society; all of which could be beneficial to China's provinces and municipalities experiencing rapid economic change.

The idea of bringing this category of institutions together was first broached in 1992 when Dr. Boyer and Madame Hao decided that The Carnegie Foundation and the NCEDR would jointly take the initiative to formalize partnerships between a small group of community colleges in the U.S. and institutions in China. Further consultation led to China's decision to select the community universities or colleges in two Chinese provinces to engage in explorative discussion with several American counterparts about signing collaborative agreements. In 1993, a memorandum of intent was signed between the Mercer County Community College in New Jersey and the chairman of the Wuxi Education Commission, located in Jiangsu Province, and between Wuyi University and the Maricopa County Community College District.

The 1994 visit by the Carnegie delegation to China produced the most tangible results and marked the beginning of a new era in U.S.-Chinese educational exchanges. Formal exchange agreements were signed between several American colleges and universities whose presidents were members of the Carnegie delegation to visit China. Their Chinese counterparts included some of the forward-looking colleges and universities in the provinces of Jiangsu and Guangdong: Wuyi University, Foshan University, and Xijiang University in

Guangdong; and Suzhou University and Jiangnan University in Jiangsu.

These exchange agreements embody features which are both similar to and different from those between the universities. The similarities are that they provide for exchanges of scholars, seminars, cooperative educational projects, scientific research and personnel training, exchange of scientific and technological data, periodicals, books, and instructional materials. But they are different because they also provide for exchanges of management information, experiences in the development of administration, and exchange of students specifically in vocational and technical areas, which are outside the mainstream of academic exchanges. In view of the prominent role already played by American community colleges, and the growing importance of this model in China's future educational framework, this pioneer work by Carnegie and the NCEDR may have several long-term implications:

First, Carnegie and the NCEDR have helped to bring together a large number of American and Chinese institutions which have hitherto been left out of the mainstream of the exchange process. The partnership's catalytic role is unprecedented in the history of American-Chinese educational exchanges.

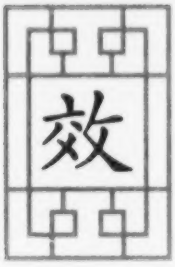
Second, community colleges, in spite of their need to interact with foreign counterparts, usually lack the time, resources, and personal or professional network to search for appropriate partners. Therefore the service which has been provided by Carnegie and the NCEDR must be continued by either Carnegie or another comparable American agency in consultation with the NCEDR to foster more ties in the future. Much could be and needs to be done to expand the scope of American-Chinese exchanges in this particular area. Carnegie and the NCEDR proved to be trusted and respected intermediaries to bring together institutions from both countries.

Third, an exchange relationship signed under the aegis of Carnegie and the NCEDR is likely to inspire a higher degree of commitment than would otherwise be the case. Furthermore, even after the conclusion of the agreements, these American institutions may well continue to look to Carnegie and the NCEDR for guidance, suggestions, and trouble-shooting.

Fourth, the impact on China and the United States of this new area of collaboration could be very substantial. If these ties prove successful, the NCEDR has the influence to promote them as models to other provinces, which can

extend the benefits of international exchanges to huge numbers of students in both countries.

Benefits gained could be at the personal, professional, institutional, and social levels. With understanding comes personal and professional growth, and for faculty this may mean bringing wider perspectives and enhanced curriculum to their teaching, which could in the long term benefit society.




# Impact Assessment

Even though the Carnegie Foundation–NCEDR collaboration has existed for less than a decade, visible achievements have already been produced. During this time, Carnegie and the NCEDR have tried to make a major contribution in broadening the contact between the Chinese and the American education communities, helping each side to gather information systematically and to acquire an in-depth understanding of the other side which not only includes the theoretical underpinnings of the two education systems but their operational details and hands-on experiences.

The collaboration has built many bridges between academic leaders, institutions, and geographical communities of the two countries. Through carefully planned visits and seminars, the participants were given ample opportunity to exchange ideas, as well as information and viewpoints, about their respective country's economic and social developments which inevitably form an indispensable foundation for education reforms as well as respect for each side's similarities and differences.

In China, the large amount of information and number of innovative ideas generated during the collaborative process was disseminated to a wide Chinese audience of education professionals. The NCEDR prepared reports and circulated these among provincial education administrators throughout China, while other ideas were highlighted in special reports published in professional journals. In America, delegates likewise disseminated what they learned, reaching many areas of the nation's education community, and semi-annual reports to the Carnegie board of trustees further contributed to growing understanding of China's educational system and aspirations among scholars in this country.

In very broad terms, the collaboration has followed the course envisioned in the 1988 Agreement and has already had an important impact in several areas.

In the area of governance and management of institutions, the collaborative relationship has presented to the Chinese leaders a variety of American models. Budget and management for higher education used to be under the jurisdiction of national authorities. But as China moves progressively toward a market economy, education will become a shared responsibility among national, provincial, and local authorities. The American experience presents new options of managing institutions and suggests the desirability of strengthening the state level (or provincial level in China) in governing and controlling higher learning institutions, giving more administrative power to the state (provincial) level. As both the NCEDR and Carnegie recognize, the chance to discuss these issues strengthened understanding on both sides, with ample opportunity being given by the NCEDR to American experts to critique the strengths and weaknesses of several state settings.

Thus, the NCEDR and Carnegie discussions have helped colleagues on both sides to appreciate America's experience with mechanisms of macro control of education institutions such as through laws and codes, or through budgeting or funding formulas.

The issue of how education can serve local development needs is another area where the collaboration has stimulated new thinking in China and the United States. This issue has been extensively discussed both in formal seminars and informal personal contacts arranged by The Carnegie Foundation and the NCEDR throughout the collaborative years.

The American experience suggests the possibility of using a variety of institutions to serve the needs of different segments of society. They include local universities providing a diploma program, technical training programs, full-time or part-time students, evening programs, educational programs for pre-employment students, distance learning, and in-service training programs. It was interesting to learn from our Chinese colleagues that China is shifting from the model of one university with one mission to institutions with diversified missions.

The timeliness of the contribution of the Carnegie Foundation–NCEDR exchange appears to be evident in the body of policies adopted by the National Conference on Education in 1994. This Conference was a landmark event in the history of education in the People's Republic of China, as it was attended by

national education leaders, college presidents, governors or party secretaries of thirty provinces and metropolitan cities. Both the president of China and the premier delivered important policy statements. This was the first time that an education conference of such importance was convened in China since its reform and opening drive in the late 1970s, a fact that signified the very high priority given by the government to education reform. In this sense, it was a veritable education summit.

The conference devoted much attention to defining the goals of education from the present through the first part of the next century, and covered the full spectrum of basic education, the nine-year compulsory education, vocational education and continuing adult education, and higher education. The conference's proclaimed objectives were to change the nation's education system; readjust the relationships between national, provincial, and community levels; and give institutions greater autonomy to manage their own affairs. It also urged governments on all levels to accord top priority to education and to treat education development as an integral part of their general planning of economic development and resource allocation.

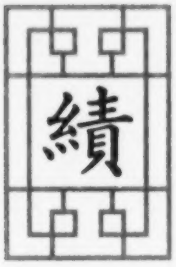
It goes without saying that the decisions of the conference reflected the collective effort of top Chinese educators and political leaders. But it is important to note that the NCEDR shouldered a special responsibility in conducting the basic research and drafting the proposals. In particular, NCEDR researchers participated in the drafting of the conference's two most far-reaching policies, the Outline for Reform and Development of Education in China (1992–2000), and the Suggestions on the Implementation of Outline for Reform and Development of Education in China.

A careful reading of these policies indicates that many of their key reform ideas bear a close relationship to the topics of the Carnegie Foundation–NCEDR sponsored seminars of the previous years, especially in the areas of diversity and localization. It is equally important to note that when the national government only issued general policy guidelines without concrete details, these general statements often became the topics for Carnegie–NCEDR's follow-up seminars, such as in the areas of quality control, financing, basic education, etc.

Together, the NCEDR and The Carnegie Foundation worked diligently, deliberately, and in good faith to assemble the best experts for both countries to

exchange ideas and share experiences. Therefore, it was not at all surprising that some of their ideas were incorporated into China's reform package of 1994. But the reform also created new challenges which would shape the Carnegie Foundation–NCEDR agenda in the future. This policy role is probably the most exciting outcome of the collaborative experience.

> The strength or weakness of a country is determined by the quality of its education.
>
> *from a congratulatory statement for the education conference from the* People's Daily
> *June 1996*




# The Special Contribution of Ernest L. Boyer

While the success of Carnegie's collaboration with the NCEDR represents the best effort made by a large number of American and Chinese educators, it would not be possible to assess it without giving recognition to Ernest L. Boyer's very special personal impact on recent Chinese educational thinking and policies. His professional stature as an "evangelist of education" who championed tirelessly for the cause of improving learning in America, and his accomplishments as a key architect of higher education, with many years of distinguished service in the academic world, was well known to the Chinese. As a luminary in the field of education policy and the recipient of over 135 honorary degrees, his advice on education was sought by world leaders as well as by those in America.

Up to 1987, the NCEDR had only two international exchange agreements, with UNESCO and the former Soviet Union's National Research Institute for Higher Education. The Carnegie Foundation was the first Western nongovernmental organization it approached, and Dr. Boyer's illustrious personal credentials undoubtedly constituted the major reason why The Carnegie Foundation was approached by the NCEDR as a partner for exchange in the first place.

After 1988, Ernest Boyer gave at least one seminar on education every time he visited China or received a Chinese delegation to the United States. Thus for instance, in 1989, Dr. Boyer delivered a report in Beijing on higher education reform and development to the entire staff of the NCEDR. In 1992, Boyer delivered in Beijing a major address on significant trends in American education, emphasizing school reform and higher education issues. In 1993, Dr. Boyer made a presentation in Princeton to the visiting Chinese delegation on the principles of management and operation of higher education in a market economy, the federal government's role in higher education, and the role of the

*Dr. Boyer accepting an honorary professorship at Xiamen University, November 1994.*

professoriate. Then on his trip to Beijing in November 1994, he made a speech entitled "Higher Education in the United States: A Faculty Perspective."

Through these and other exchanges, Dr. Boyer sought to familiarize his Chinese counterparts with the history of the evolution of American universities, the differences between traditional universities and land-grant universities, the changing role of research and federal support since World War II, the new collaboration between universities and industries, and how these relations affected research and their willingness to serve local needs. In effect, Dr. Boyer became an effective introducer of the American education system to the Chinese leaders, and his major public lectures in China always drew large and informed audiences and elicited enthusiastic response and animated discussions.

Dr. Boyer influenced Chinese thinking on education in other ways as well. His books *College: The Undergraduate Experience in America* and *Scholarship Reconsidered: Priorities of the Professoriate* were translated into Chinese and widely circulated among education experts to enhance the readers' understanding of America's multifaceted institutions and structural diversification. His

***Ceremony for awarding Dr. Ernest L. Boyer the honorary doctorate of Peking University, Mrs. Kathryn Boyer and Prof. Wu Shuqing, president of Peking University, April 4, 1996.***

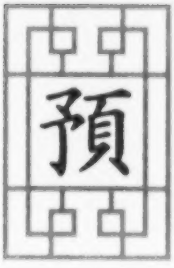
more recent book, *The Basic School: A Community for Learning*, has also been translated into Chinese.

In November 1994, Xiamen University, one of China's top universities and a leading center in the research on higher education, presented Dr. Boyer with an honorary professorship. Then in June 1995, the world-renowned Peking University resolved to confer on him an honorary doctoral degree. This is a rare honor since all candidates for such degrees, whether Chinese or foreign, must demonstrate their excellence in scholarship and their contribution to China, and be approved by a degree committee of the central government. As so aptly stated in a letter from Dr. Hao to Dr. Boyer, "This is your honor. It is the result of your earnest, hard work and outstanding academic achievement, and your deep feeling for the Chinese people."

These honors are testimonies not only to Dr. Boyer's lifelong personal accomplishments, but also to The Carnegie Foundation's cooperation with China under his able leadership.

During Dr. Martha E. Church's visit to Beijing in August and September of 1995, arrangements were made for Dr. Boyer to visit China in early April 1996 to receive Peking University's honorary degree, to participate in the NCEDR's tenth anniversary ceremony, conduct the collaborative seminar on university financing, and visit Xiamen University. These activities were planned, in part, as a tribute to Dr. Boyer's invaluable leadership and to the cause of American-Chinese education exchanges. He was eagerly looking forward to this visit and the opportunity to grow in his understanding of China's education reforms. Unfortunately, his death on December 8, 1995 occurred before what would have been a crowning celebration of his work in China.

On April 4, 1996, a solemn ceremony was held at Peking University's auditorium, where distinguished Chinese education leaders and experts, and the faculty and students of the university, assembled to witness the posthumous conferring of the honorary doctorate on Dr. Boyer, accepted by his wife, Kathryn, special guest of the Carnegie delegation. In delivering the official citation, President Wu Shuqing paid tribute to Dr. Boyer's scholarship, devotion to education research and international exchange, and expressed a particular appreciation for his "very friendly relationship with China."



# Possibilities for Future American–Chinese Exchanges

The original Agreement of 1988 was conceived in rather modest terms. Its planned activities over a three-year period would include only one Carnegie visit to China, a colloquium and some occasional exchanges of small delegations, and a culminating international forum to review the results of the collaboration with regard to the five themes identified in the agreement. It did not take long for both parties to conclude that such a limited program could not possibly satisfy the needs or realize the full potential of exchanges for either country. Hence in 1992, both sides readily agreed both to extend the duration of the exchange relationship and to expand its scope.

Not surprisingly, even as Carnegie and the NCEDR made an extensive effort to implement their existing agreements, they continued to discover new areas of common interest and fruitful collaboration. In 1994–95, three such areas for further development were identified.

First, both sides agreed to consolidate and expand on the accomplishments of 1994 with respect to fostering ties between U.S. community colleges and colleges in China. Although the Carnegie Foundation–NCEDR 1994 partnership sponsored by the collaboration already broke new ground in giving some community colleges the opportunity to participate in international exchanges, many local communities in China were still reluctant to make the necessary investment to support their own colleges. One possible way to overcome this obstacle was to give the local leaders an opportunity to observe first-hand how American community colleges actually operated and made their unique contribution to local education.

To accomplish this objective and at the suggestion of the NCEDR, The Carnegie Foundation invited a delegation from Wuxi Municipality in Jiangsu Province to visit the U.S. during October 1995. This delegation of seven

members consisted primarily of leaders from several municipal governments in Jiangsu Province. They were warmly hosted by Dr. Alfredo G. de los Santos, Jr., of the Maricopa County Community College District in Arizona, as well as by Dr. Arnold Oliver (and two Virginia community colleges—J. Sargent Reynolds and Annandale), and Dr. Thomas Sepe (and two campuses at the Mercer County Community College in New Jersey), all of whom had signed exchange agreements with Chinese colleges. The delegation concluded the trip with a meeting at The Carnegie Foundation in Princeton, where Dr. Ernest L. Boyer's address and discussion that followed regarding the role of community colleges in the American educational system helped to further understanding. This arrangement broke new ground in that it was designed to introduce the American model of community colleges to China's local and provincial officials who were not aware of the importance of community colleges in the United States. The value of this approach became apparent immediately upon the delegation's return to their home province. With their support, five new campuses of the Jiangnan University were funded by Wuxi and the neighboring county governments and the first class of students was enrolled in early 1996.

Second, financing of education has become one area of rising interest among Chinese educators. As early as 1988, Madame Hao already correctly anticipated funding needs for education to increase substantially in the next decade. Rising economic prosperity coupled with a successful family planning policy have generated great demands for education of all descriptions and on all levels. More parents now want their children to receive better education than themselves. The cultural heritage of respecting knowledge has created a significantly higher demand for education in China than in many other countries of comparable levels of economic development. According to government data, for instance, the enrollment of higher education institutions had to be increased by 20 percent per year in 1992 and 1993 in order to accommodate this rising demand. All indicators from the government point to the continuation of this trend for many years to come.

In the meantime, however, public investment remained very low. In 1993, China's education budget constituted about 1.04 percent of the world's total education budget, although her student body constituted 18 percent of the world's total. In China, public outlay for higher education constituted only 0.5

percent of its GDP as compared to 3 percent in the United States.

These figures look more ominous when juxtaposed against the dynamics of China's macro population trends for the foreseeable future. In spite of a stringent birth control policy in existence, China's population will likely exceed 1.3 billion by the turn of this century, with the population of those between six and sixty-five years of age exceeding one billion. This means that there will continue to be enormous demands on formal and informal education in both the compulsory and post-compulsory cycles. Furthermore, China's ambitious programs of modernization and development put additional pressure on education in every aspect. Therefore, China urgently needs to find new ways to increase education funding. For example, as public funds are often sufficient to cover only half of their operating expenses, many university presidents feel compelled to devote a lot of time and energy to finding additional sources of funds. Regarding financial support of higher education, the unmistakable trend in recent years has been a shift from the central government to the provincial or local governments, and from public funds to other sources.

During this process, many institutions have experimented with a variety of *ad hoc* measures to increase their incomes. These include tuition raises, second jobs for faculty, and institution-owned commercial enterprises. But these phenomena have created great complications for the institutions, with the full implications only slowly being recognized. For example, differential compensation for faculty and staff across regions and institutions could pose a serious problem affecting both the quality of education and morale of faculty. The need to operate profit-making enterprises has distracted the staff from their legitimate academic functions.

Similar issues have confronted the American education system as well. In particular, recent changes in the American tax structure and the size of the federal budget have necessitated fundamental rethinking about the issue of financing education in the United States.

Therefore, exchanges on this issue can bring much benefit to education experts in both countries. In this respect, the United States can make a meaningful contribution to the dialogue as it has accumulated much useful experience due to the diversity of practices in different states. During the NCEDR's earlier contacts with The Carnegie Foundation, many presentations made by

American education experts had made references to education budgets, sources of funding, fund management and utilization, etc., which suggested new alternatives to resolving China's own problems. This exposure inevitably excited the Chinese educators' interest to relate the American experience to their own needs. In the 1988 visit to the U.S., the NCEDR leaders had an extensive discussion of this issue with Dr. Boyer and Dr. William Friday, then president of the University of North Carolina system, who both underscored the importance of quality of teachers and the need to provide them with sufficient incomes. They also pointed out that universities should have a proper understanding of the meaning of service to society and should not be narrowly interested in solely getting economic compensation for their services. In particular, they told the Chinese visitors that faculty should not engage in moonlighting activities, but can engage only in a reasonable amount of consultancy or part-time teaching which must not interfere with their regular duties. The NCEDR leaders were equally impressed by the high percentage of tax revenue that some states set aside specifically for education. These points were all highlighted in their reports after their visit, and there was clearly an intention to learn more about America's ways of dealing with financing education.

Third, the whole area of financial aid to the students has begun to attract the attention of Chinese education officials, while it continues to be exhaustively discussed in the United States. Education in China used to be fully supported by government funding, and was provided free of charge to all students attending universities, including their room, board, and tuition. Such a policy inevitably put severe limits on student enrollments and excluded the private sectors from any opportunity to make a meaningful contribution to higher education development. This practice was at variance with China's own cultural heritage, or the norm in most developed countries in the modern world, and had, possibly, a deleterious effect on the development of higher education. How can government, community institutions, and schools provide financial aid to students through loans, grants, work-study, scholarships? How much to lend out? Who pays? Who qualifies? Should these issues be tackled separately or together? These are all issues over which the United States has accumulated a tremendous stock of positive experience and some serious problems, both of which could be of value to China to ponder or explore during the next phase of its educational reforms.

The NCEDR correctly recognized the need for rational planning and regularization and proposed in 1994 for The Carnegie Foundation to host a series of seminars specifically on the financing of higher education. In September 1995, Carnegie senior scholar, Dr. Martha E. Church, visited Beijing and worked out a plan with Madame Hao which was subsequently approved by Dr. Boyer. According to this plan, Carnegie agreed to organize an American team of experts on university financing to conduct two series of finance workshops, to be held at Peking University and Xiamen University respectively. This choice of geographical locations was meant to maximize impact to enable university presidents or their representatives from north, central, and south China to attend the seminars.

This plan was implemented by Carnegie in April 1996. Three prominent American experts on higher education financing, Dr. D. Bruce Johnstone, Dr. David Breneman, and Dr. Arthur Hauptman, delivered papers in the seminars, which were attended by representatives from forty universities from thirteen provinces in north and south China. At the first seminar on this subject, much ground was covered and constructive exchanges occurred. The American experts offered the Chinese university administrators an overview of key issues in America's experience of financing higher education. But as China will probably spend the next several years formulating its own reform ideas on financing, there will undoubtedly be a need for ongoing American-Chinese exchanges on the policy choices and even the philosophical issues in financing education. To this end, The Carnegie Foundation expects to send Dr. D. Bruce Johnstone to China, where he will jointly participate, with the National Center for Education Development Research, in finance seminars to be held with officials in three regions of China: Xian, Chengdu, and Shanghai.

A related issue to financing which so far has not been put on the exchange agenda but which may become even more important in future American-Chinese research on higher education is the role of private financing. In this respect, the United States has probably accumulated the richest and most versatile experience in the entire world, with sixteen hundred private institutions of higher learning, many of which rank among the best in the world. Recently, some changes have occurred in China. More than eight hundred "people-run" (minban) institutions have appeared in some provinces, although only less than

twenty of them have been granted official recognition by the SEdC. Most of the current private institutions only offer two-year vocational training, but in the long run, private colleges and universities may become an important part of China's higher education system, and the American experience may be of increasing value to them correspondingly.

Still another issue of common concern is the balance between quantity and quality with respect to access to education. American institutions have given much attention to access, sometimes at the expense of quality. For America, achieving high retention and graduation rates has been a major challenge. But China faces a tremendous supply of students coming through the pipeline, a phenomenon that is magnified by the efforts to extend compulsory education through the ninth grade. For China, the biggest challenges are how to prepare qualified teachers to teach, how to develop administrative powers to meet the complexities of institutional development, and how to ensure that high-quality facilities are available to support the goals that have been set.

Here the big differences between the Chinese and American situations can be a fertile field of comparative research for mutual benefit.

*Delegates in front of the Great Wall of China tapestry at the embassy of the People's Republic of China, Washington, D.C., March 1993.*

Given the acceptability of market principles that are leading to more costs being shifted from the government to the student and parent, but given also the limitations, both theoretical and practical, on both the speed and the extent of this shift, which costs should be shifted first? Specifically, should the emphasis be placed first on student and family support of the core instructional costs of the university—that is, on tuition—or on greater student and family support of the costs of student living—that is, on full payment fees for food and housing?

It is the opinion of most economists who have written about this issue that the most important cost to be shifted from the taxpayer to the family should be the costs of student living, where the market is generally more capable of yielding both better and more economical services. In China, where housing and even some dining arrangements are still provided substantially by the universities, and where there are few private housing alternatives, the transition to full-cost pricing of housing and dining is more complicated. Yet the case for the market—its capacity to generate new and better services for fewer resources—is still compelling, and Chinese universities would do well to begin to charge some modest fees for housing and to aim in the long run for self-sufficiency of such services, perhaps setting up financially separate, self-sufficient, university-owned housing units competing for the business of the students.

*Dr. D. Bruce Johnstone, Professor of Higher and Comparative Education, the State University of New York at Buffalo from a paper presented at Carnegie Foundation–NCEDR collaborative seminars, April 6, 1996, Beijing*

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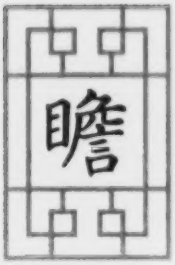



# Looking Toward the 21st Century

China's development goals for education by the year 2000 and beyond are both extensive and ambitious. It wants to use the 1990s to establish an educational system appropriate for the twenty-first century without sacrificing its Chinese character. Several targets have emerged from China's plans on future education reform and expansion.

First, China wants the full implementation of nine-year compulsory education in order to improve the quality of the education of the general population and to train the needed personnel at the general level. This in itself is a daunting task, as there will be spectacular increases of student numbers at all levels during 1994–2000. Primary school students will increase from 124 million to 135 million, junior middle school would increase from 40 million to 55 million.

Second, the development of high school education will focus primarily on quality and efficiency, and only secondarily on quantity. Nonetheless, general senior high school enrollment will increase from 7 million to about 8.5 million. Meanwhile, the importance of vocational education will increase. Now, China's upper secondary technical schools have a total student enrollment of about 9.4 million. The projected figure for the year 2000 is close to 13 million. China's education leaders concluded that vocational education was needed because the general educational structure could not possibly absorb all the students.

Third, higher education will increase its student enrollments from the current 5.5 million to 6.3 million by the year 2000. This means a growth rate of about 4.7 percent per annum, which will put enormous strain on the existing structure, which maintains, as well, housing for virtually all its students, faculty, and staff.

Fourth, China has announced a very ambitious program at the apex of higher education, called Project 211. Even in the late 1980s, Chinese education

leaders had already concluded that China must put additional resources toward improving the quality of higher education. The objective of Project 211 is to mobilize the nation's resources to build one hundred top universities and colleges by the early twenty-first century, with some of them hopefully achieving world-class status in terms of academic quality.

It is important to note that during the last decade, Chinese educators have devoted much attention to the issues related to the challenge to education in the twenty-first century, and that the NCEDR has been spearheading the research in this extremely important area. The 1989 international symposium in Beijing hosted by the NCEDR on higher education in the next century was an early indication of this Chinese interest, as it was the very first international symposium of its kind ever to be under the sponsorship of UNECSO. In February 1993, the Chinese government not only set concrete goals for education on various levels to be achieved by the year 2000, but also specified the necessary conditions or guarantees for the realization of such goals, including the kind of leadership that will be required to do so. In April 1996, the NCEDR hosted another international symposium on higher education for the twenty-first century, which was quickly followed by a national conference on Chinese higher education in the twenty-first century at Peking University. This flurry of activities within a single decade gives a clear indication of the serious national attention that China has given to long-term strategic planning for the next century.

The Chinese education leaders' increasing appreciation for the challenges of education in the next century coincided with The Carnegie Foundation's own interest in similar issues, both in national and global settings. In recent years and even before its partnership with China, Carnegie had already invested a considerable amount of its resources in the research of these four areas and has published significant reports to shape the American public debate on them. After spending decades studying America's own educational issues, the Foundation's leadership, under Dr. Boyer, decided to broaden aggressively its international engagement. In 1986–87, it co-sponsored two Anglo-American conferences on higher education. In this sense, The Carnegie Foundation's exchange relationship with the NCEDR after 1988 has been an integral part of its effort to expand this international dimension and has provided both

countries with a timely channel to exchange views regarding their convergent interest in issues which could profoundly affect the future of their respective countries. Therefore, one can already find important overlapping interest between The Carnegie Foundation and the NCEDR over the four above-mentioned objectives.

The issue of basic education in the twenty-first century is also of fundamental importance to both countries and both Dr. Boyer and Madame Hao have shown personal concern for it. In 1988, Madame Hao already pointed out the importance of basic education to China, and the strong emphasis that should be given to it in the structure of China's education system. Meanwhile, The Carnegie Foundation has developed its own strong interest in basic education issues over the previous several years. In fact, in the last years of his life, Dr. Boyer had turned his attention to the develpment of the Basic School, his vision of elementary education, and focused on the earliest years of children's education, including prekindergarten, in his book *Ready to Learn: A Mandate for the Nation* (1991). His last major publication, *The Basic School: A Community for Learning* (1995), was a report on elementary education which emphasized the need to improve education in the early years so that problems could be prevented from arising in a student's later years in school. Dr. Boyer proposed a plan that incorporated a new way of organizing curriculum and highly innovative pedagogical methods. It was also his most eloquent call for action which underscored, among other things, the importance of human commonalities in a global perspective. His collaboration with his Chinese colleagues had further informed and otherwise strengthened this view.

The analytical framework that Dr. Boyer developed works in all sorts of settings in the U.S. and could have great relevance to the emergent interest being shaped by educators in China as well. In June 1993, Dr. Boyer proposed to Madame Hao that the Carnegie Foundation–NCEDR collaboration include precollege education, and suggested that the two partners could consider cosponsoring a joint seminar on "new schools for a new century," and launch a new initiative.

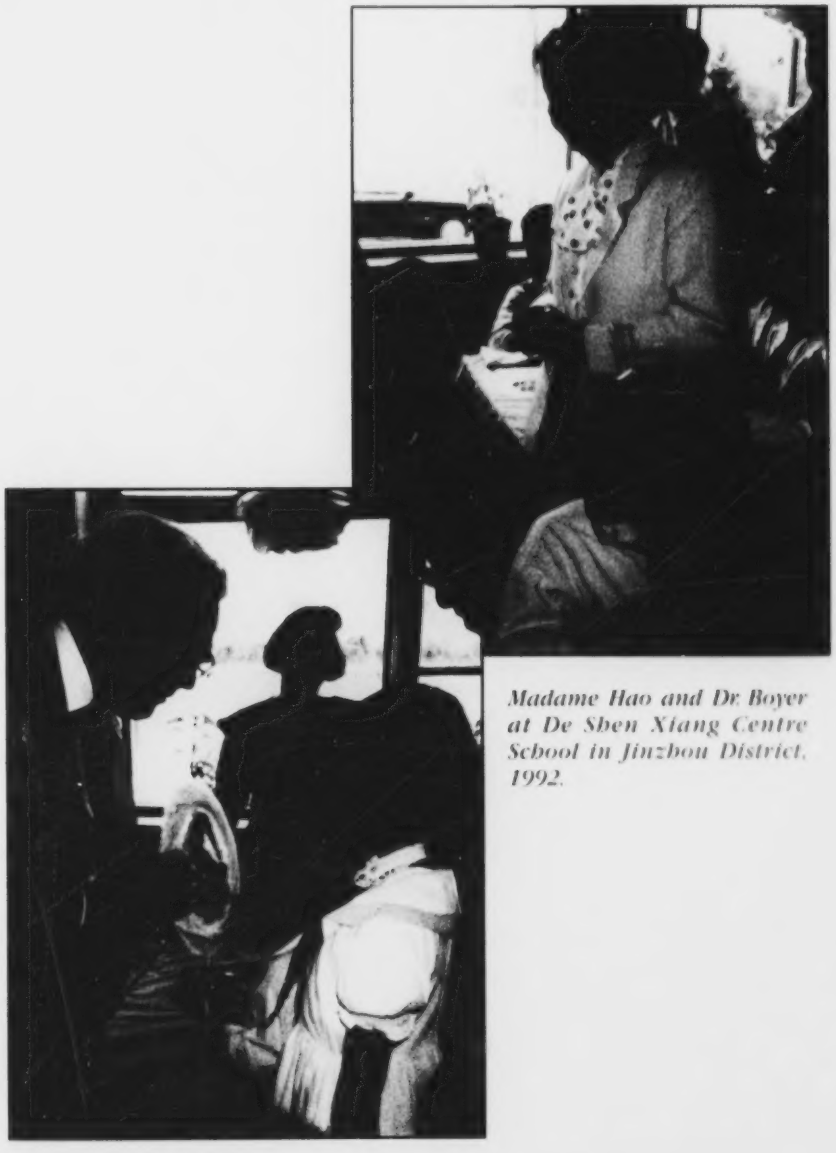
In 1995, The Carnegie Foundation hosted a summer institute on the Basic School, at Chantilly, Virginia, and did so again in July 1996, for administrators, principals, and teachers in the Basic School Network to meet and exchange

views. During this time, China's national government also began to pay more attention to basic education, and completed a study of quality indicators in basic education by a survey of about seventy thousand primary school children, which is to be shared with Carnegie. More discussion will take place between Carnegie and the NCEDR about the sharing of research results in basic education.

Meanwhile, Dr. Boyer's book *The Basic School* has been translated into Chinese by the NCEDR. As both countries expand research in this area, the need for the exchange of important survey data and experimental findings will grow correspondingly. Toward this end, Yang Nianlu, director of the NCEDR's division of experiment on future education and the First Secretary (Educational) of the Embassy of the People's Republic of China, at the invitation of The Carnegie Foundation, participated in the 1996 Basic School Network Summer Institute.

China's Project 211, seeking to create world-class universities, has been a constant topic of discussion in the collaboration since the inception of this idea. Carnegie's contribution to Project 211 has included participation in seminars on the classification of America's institutions of higher learning and the arrangement for the Chinese educators to have discussions with many top American university administrators in different geographical regions on educational philosophy, management techniques, curriculum development, etc. These contacts were designed to give the Chinese experts a better understanding of the American experience of creating institutions of excellence in higher education and of maintaining a balance between them and other institutions in the entire educational system.

One important dimension of creating a strong core of elite research universities is their intimate relationship with private enterprises to facilitate technology transfer from academic laboratories to commercial outlets. Since World War II, American higher education has accumulated a wealth of experience in promoting technology, by generating both basic and applied research and receiving funding support from both the public and private sectors. Such an experience could be invaluable to any country interested in accelerating the development of technology.



*Madame Hao and Dr. Boyer at De Shen Xiang Centre School in Jinzhou District, 1992.*

# Conclusion

Over the past decade, the Carnegie Foundation–NCEDR exchange relationship has clearly become more versatile and has been moving in several mutually complementary directions. First, by focusing attention on the systemic level in the early years of exchanges, both partners have been able to improve their understanding of the other country's educational philosophies, policies, and practices. This regular exchange mechanism allowed them to discover continually new frontiers of common concerns and interest.

Second, nearly annual scheduled workshops and visits between American and Chinese education leaders have made it possible for enduring ties to develop at both institutional and personal levels. Profound mutual respect and affection have developed over the years of constant interaction not only between Dr. Boyer and Madame Hao, but among other members of the two organizations as well.

Third, the initial bilateral collaboration between The Carnegie Foundation and the NCEDR has expanded to include many participants who otherwise might not have been so easily drawn into this process had it not been for the prestige of the two principal collaborators. Numerous seminar series and special topics workshops brought together a large number of leading national and regional educators from both countries whose paths would probably not have crossed on their own effort. These kinds of structured, well-planned, and regularized contacts proved to be a very effective way for the exchanges to yield meaningful results.

Fourth, this collaboration has generated support and participation by other interested parties. One example was the finance workshop of 1996 which opened a new chapter in the collaboration. On the Chinese side, the NCEDR succeeded in enlisting leading Chinese universities such as Peking University and Xiamen University as co-sponsors. On the American side, there is the

emergent awareness that the financing issues will persist at all levels of education in both countries and that joint research could yield beneficial results for all. Organizations that supported this endeavor include The William and Flora Hewlett Foundation and The Rockefeller Brothers Fund.

The timing of this collaborative relationship deserves special mention. On the Chinese side, it coincided with the establishment of the NCEDR, which signaled the government's determination to undertake ambitious education reform, to rationalize policymaking, and to benefit from international exchanges. In its first decade of existence, the NCEDR has tried to fulfill its missions with dedication, imagination, and aggressiveness. It has successfully carried out many assignments by the national government to provide high-quality research on macro education policymaking and played a key role in studying, formulating, and drafting programmatic documents affecting China's education development of the 1990s and the next century.

As the NCEDR celebrated its tenth anniversary in April 1996, it was clear that it was not just an important research institute, but that many of its research findings have led directly to national policy decisions. As time went by, the NCEDR's scope of responsibility also expanded. The national research projects it has undertaken include both development strategies and operating mechanisms, structural characteristics of education and quality control. In the meantime, the NCEDR has aggressively expanded its international contact to learn as much as possible from the experience of other countries' education development and reforms. During the decade, the NCEDR has sent delegations to visit many foreign countries to conduct in-depth studies, has written reports on their education systems, and has sent many researchers to attend international symposia. As the NCEDR redefines its role in a progressively decentralized environment in China's education, its ability to provide expert advice when needed would become a very valuable resource for China's education reform.

On the American side, The Carnegie Foundation is a well-established institution with a distinguished history. For many decades, however, it mostly looked at America's education issues from a domestic perspective. The move toward internationalization of its program occurred only in the 1980s, so China's interest in American education could not have happened at a more opportune moment. The Carnegie Foundation has been very effective in

mobilizing American resources to support the collaboration because other leading educational institutions recognized The Carnegie Foundation as a valuable channel to promote dialogue on reform in China and the United States.

The Carnegie Foundation's collaboration with the NCEDR has revived a long tradition of goodwill and cooperation between the U.S. and China in education which dates back over one hundred years. It is a tradition of respecting the best that each country has to offer and it facilitated better understanding on the part of citizens of both countries. In a volatile environment, it is even more important for the American and Chinese educators to try to explore ways to establish and maintain a firm and trusting working relationship.

It is widely believed that whereas America will remain as the wealthiest country in the world in the first part of the twenty-first century, China may well become the world's largest economy. These two countries must find ways to live in peace and actively cooperate in order to build a better world for the rest of mankind. U.S.–China education exchanges provide the best foundation to develop stable and enlightened mutual respect for each other because education is the best vehicle to promote genuine understanding and respect and because the search for knowledge and truth is a universal aspiration.

Already in the few short years since China's opening to the West in 1979, very impressive progress has been made in the field of international exchanges. Old institutional and personal ties have been re-established, and new partnerships have been fostered. The urge to understand each other, and the level of high regard for each other, is very palpable on both sides.

In this respect, The Carnegie Foundation and the NCEDR have been major contributors to and leaders of this pattern of exchanges. Each has provided an efficient conduit for education leaders to develop a deep appreciation of what their colleagues in the other country have tried to accomplish educationally. Many participants in the seminars and members of visiting delegations have shown their excitement over the enormous challenges facing both sides as they have become better informed about the other country.

Of crucial importance to the success story of the past decade of collaboration is The Carnegie Foundation's status as a nongovernmental organization known for professional integrity and for dedication to the pursuit of excellence in education. The fact that The Carnegie Foundation had no political agenda

of its own and would not impose its views on a partner was a key factor in bringing about the signing of the Agreement of 1988. During the next several years, Dr. Boyer's wisdom, scholarship, and global perspective further solidified the trust and respect of the NCEDR. It was fortunate for the collaboration to have been started by an American education authority who had such a broad vision and penetrating understanding of education from preschool through graduate school. Dr. Boyer's statesmanship, compassion for people, and astute leadership made an invaluable contribution toward the maturing of the collaborative relationship. The NCEDR's Madame Hao mirrored in China these very same qualities.

The tremendous importance of China's commitment to improving its human resources can be better appreciated when it is put in a global historical context. Very few major countries in the world ever make a fundamental shift in their education policy or system. When some countries do make changes, they usually make incremental changes. China is unique in the contemporary world in the sense that the most populous country is prepared to make bold changes on virtually all levels of education both in systemic and operational terms. The last time a change of this magnitude happened in China was nearly half a century ago. Like the previous one, the window of opportunity for foreign dialogue and possible contributions will last only a short time, probably a decade or two, until a new system is fully installed and institutionalized. Yet, unlike the previous one, this time China has decided to explore ideas that are broadly Western, rather than primarily Russian, in origin.

On the other hand, America, as a nation that has strived to stay at the scientific and technological forefront during much of this century, has conducted many educational experiments, the accomplishments and weaknesses of which form an extremely rich national experience that could offer valuable lessons to other countries.

In this sense, America and China make logical partners in educational exchange. But this in itself does not automatically guarantee a fruitful collaboration. As the history of American-Chinese educational exchanges indicates, most exchanges have been conducted on personal or institutional levels or in specific disciplinary areas. Genuine, comprehensive, and national exchanges on the macro-level of educational philosophies, policies, and systems require the right

catalysts as well as the proper channels to dedicate themselves to this mission and build a long-term relationship on the basis of mutual trust and respect. Equally important is the ability of these catalysts not only to facilitate a thorough exchange of ideas, but also to make an impact on actual policies. This is precisely where the Carnegie Foundation–NCEDR partnership has made a unique contribution to the history of American-Chinese exchanges.

One valuable lesson to come out of this collaborative experience is that Chinese and American education leaders share much in common as citizens of the world. This relationship is reinforced by each visit and professional workshop they conducted. In their joint effort to achieve professional excellence, they have also helped to lay a more solid foundation for the development of American-Chinese relations in general.

Another lesson of the success of the collaboration is the importance of wise and patient agenda-setting by the parties. The NCEDR's interest in the collaboration is driven by China's reform needs which set both the general directions and the actual pace of its search for useful ideas. The Carnegie Foundation, under the leadership of Dr. Boyer, was keenly appreciative of the Chinese partners' bold vision in the reform movement and at the same time remained ever sensitive to the potential of what could realistically be accomplished at any given point in time.

From the very inception of the collaboration, Dr. Boyer was fully aware of the fact that any meaningful long-term relationship must start with the groundwork of building confidence and mutual trust between the partners. This was accomplished in a surprisingly short period of time not only through the programs that The Carnegie Foundation organized for the Chinese educators, but more importantly through the demonstration of personal sincerity and consideration. Once an atmosphere of mutual trust and goodwill was firmly established, then the setting of the agenda became a relatively smooth technical process. The NCEDR, under Madame Hao's leadership, took precisely the same approach.

Conceptually speaking, the collaboration went through several phases. Under The Carnegie Foundation's and the NCEDR's careful planning, the collaboration started from confidence-building to full professional exchanges and eventually to joint problem-solving. Both The Carnegie Foundation and the NCEDR maintain cordial but full and frank consultation with each other in

defining the themes of seminars, and the particulars of the implementation plans. Realizing that China's education reform was but one area of its general reform and must proceed under constraints beyond the control of any single administrative unit, including the NCEDR, Dr. Boyer and The Carnegie Foundation were ever ready and willing to help, but were always careful not to evangelize or to pressure.

At every point of this evolutionary process, The Carnegie Foundation staff under the leadership of Dr. Boyer would constantly review the past accomplishments, assess the current situation not merely from The Carnegie Foundation's own perspective, but also to take into consideration China's general environment and changing needs, solicit the NCEDR's input in setting its agenda for the next phase, and adopt realistic and implementable objectives. This was feasible only because The Carnegie Foundation fully respected the NCEDR leaders' commitment to reform but also respected their right to set their own timetable. This approach required patience and a long-term commitment, and proved to be very productive over time.

Dr. Boyer's intention from the beginning was to offer as much information about the American educational system in general as could be useful to the Chinese educators, and to learn also as much from them about the situation in China to broaden The Carnegie Foundation's own international perspective. When specific themes for seminars were selected, The Carnegie Foundation showed sensitivity to China's reform momentum by suggesting those themes which were most likely to be useful. This kind of sensitivity paid off and virtually all The Carnegie Foundation's programmatic suggestions received the NCEDR's cooperation. In fact, by the early 1990s, members of The Carnegie Foundation and the NCEDR already developed such profound personal affection for each other that candid consultation became the standard way of interacting with each other.

As time progressed, the themes of exchanges became more sharply focused, and increasingly more sensitive information was shared and controversial issues tackled. In the early 1990s, Dr. Boyer suggested several potential areas of cooperation between Carnegie and the NCEDR, including early schooling. The expectation at that time was that as China became progressively more opened up, it would have a stronger desire to collaborate with credible international

educational organizations on a widening range of issues. It was also expected that the relationships between Carnegie and the NCEDR would become solidified through more years of working together. The events that followed proved that such assumptions were entirely correct.

As a relatively recent participant in the field of international educational exchanges, Carnegie, perhaps, has made more impact on China in less than a decade than many other western educational organizations in a longer time. The Carnegie Foundation has been able to accomplish its objective with efficiency, diplomacy, sensitivity to the needs and feelings of the host country, and respect for its partner. In return, the Chinese also showed great respect for The Carnegie Foundation's professionalism and trust in its goodwill.

Thus, although the NCEDR's original expectation was to conduct the exchanges on the national level, and regarded The Carnegie Foundation as a resource institution to supply it with reform ideas, it soon decided that both countries would benefit more from direct contact between Carnegie and Chinese provincial and local educational authorities. This in turn significantly improved the prospects for The Carnegie Foundation to play a more active role in China's educational reform for several reasons.

First, these provincial and local units had the potential to initiate pilot projects of reform ideas introduced through The Carnegie Foundation on an experimental basis long before they could be adopted on a national basis. The Carnegie Foundation's participation in specific education experiments such as community colleges has opened up new avenues not only for The Carnegie Foundation to inform China's sub-national levels, but also to promote the latter's participation in international exchange programs which otherwise might have been beyond their reach. Direct contacts with The Carnegie Foundation exposed China's local leaders to the knowledge of American higher education and American solutions to educational problems that they too have just begun to face in their respective areas.

Second, the 1996 seminars moved the collaboration a step further when large numbers of local-regional universities were invited to participate in the discussion of policy issues for which The Carnegie Foundation was asked to provide specific input. Since no foreign entity or organization could or should have a direct channel to make policy recommendations to the Chinese government,

The Carnegie Foundation's involvement with the NCEDR's recommendations are indeed extremely impressive and probably unique in the annals of American-Chinese educational exchanges.

It is to the credit of China's educators to identify China's problems in such frank terms, and to show courage to find the best ideas to accelerate the reform. Yet the scope and nature of these challenges are clearly beyond the conventional methods of exchanges which have flourished since the 1980s. Only agencies like Carnegie and the NCEDR, with a strong institutional commitment to the research of education philosophy and policies and the professional expertise in the full range of education activities, both macro and micro, could meet this critical need.

When the decade of Carnegie Foundation–NCEDR collaboration is viewed against the background of more than a century of American-Chinese educational exchanges, it is indeed a unique and impressive record. It proves the necessity for the two countries to have a channel to exchange macro-level ideas of governance and management of institutions, and of the role and functions of education itself in the modern world, and its relations to society and to human development in the future. These are issues that rise above interpersonal or inter-institutional academic exchanges, and yet are so crucial that countries must find a way to exchange ideas and learn from each other's experience. The experience of the Carnegie Foundation–NCEDR collaboration provides a different model of international educational exchanges that will continue to be relevant to American-Chinese education relations, and possibly as a model to other countries as well.

The success story of this partnership may be the best evidence that education is one of the most promising candidates for genuine international cooperation. Over the long term, education still will prove to be the most effective avenue to strengthen mutual understanding and the sharing of values between different peoples, and a common commitment to the betterment of future generations may offer the best guarantee for a peaceful world. When education is improved in one country, the entire world will benefit. In this lies the larger significance of The Carnegie Foundation's work in China and the NCEDR's work in the United States. This special partnership marks an important step toward a global community of scholars.

# Appendices

# Appendix I
# Visiting Delegations – Exchanges Between The Carnegie Foundation and The National Center

1988:

Professor Hao Keming
Deputy Director-General
The National Center for Education
Development and Policy Research
Member: The State Education Commission

Professor Li Zhibao
Deputy Director-General
The National Center for Education
Development and Policy Research

Professor Liu Yifan
Senior Fellow
The National Center for Education
Development and Policy Research

Mr. Tan Songhua
Senior Fellow
The National Center for Education
Development and Policy Research

Mr. Tang Zhonghua
Interpreter

Mr. Ni Mengxiong
Minister Counselor
Embassy of the People's Republic of China
Washington, DC

1989:

Dr. Ernest L. Boyer
President
The Carnegie Foundation for the
Advancement of Teaching

Dr. Hsi-sheng Ch'i
Special Advisor to the President
on China Matters
The Carnegie Foundation for the
Advancement of Teaching
Professor: University of North Carolina

Dr. Charles E. Glassick
Vice President
The Carnegie Foundation for the
Advancement of Teaching

Mr. Robert Hochstein
Special Assistant to the President
The Carnegie Foundation for the
Advancement of Teaching

Dr. David Hornbeck
Chairman, Board of Trustees
The Carnegie Foundation for the
Advancement of Teaching
Hogan and Hartson

## Visiting Delegations – Exchanges Between The Carnegie Foundation and The National Center

1991:

Professor Hao Keming
Director-General
The National Center for Education Development Research
Member: The State Education Commission

Mr. Li Xiuhong
Director
The Higher Education Bureau
Guangdong Province

Professor Tan Songhua
Deputy Director
The National Center for Education Development Research

Professor Wang Yibing
Deputy Director
The National Center for Education Development Research

Mr. Tao Zongpian
Deputy Director
The Education Commission
Liaoning Province

Ms. Fu Zongyin
Deputy Director
The Education Commission
Sichuan Province

Ms. Yang Meng
Interpreter
Embassy of the People's Republic of China
Washington, D.C.

1992:

Dr. Ernest L. Boyer
President
The Carnegie Foundation for the Advancement of Teaching

Dr. Martha E. Church
Chairperson, Board of Trustees
The Carnegie Foundation for the Advancement of Teaching
President
Hood College

Dr. Hsi-sheng Ch'i
Special Advisor to the President on China Matters
The Carnegie Foundation for the Advancement of Teaching
Head of Social Sciences Division
Hong Kong University of Science and Technology

Dr. Mary T. Huber
Senior Fellow
The Carnegie Foundation for the Advancement of Teaching

Dr. Alfredo G. de los Santos, Jr.
Vice Chancellor for Educational Development
Maricopa County Community Colleges

Mr. C. D. Spangler, Jr.
President
University of North Carolina

Dr. Roy McTarnaghan
Executive Vice Chancellor
State University System of Florida

1992:

Mr. Teng Teng
Vice Minister
The State Education Commission

Mr. Wang Baizhe
Deputy Director
Dept. of International Cooperation
The State Education Commission

Mr. Cai Keyong
Deputy Director
The National Center for
Education Development Research

Ms. Ma Li
Deputy Director
Dept. of Basic Education
The State Education Commission

Mr. Tian Xiaogang
Deputy Division Chief
Dept. of International Cooperation

1993:

Professor Hao Keming
Director-General
The National Center for Education
Development Research
Member: The State Education Commission

Professor Cai Keyong
Deputy Director
The National Center for Education
Development Research

Professor Zhong Peiheng
Deputy Director
Higher Education Bureau
Guandong Province

Professor Xie Songkai
President
Foshan University

Professor Zhang Youwei
Vice President
Wuyi University

Professor Ge Suowang
Deputy Chairman
Jiangsu Provincial Education Commission

Mr. Zhang Huxi
Chairman
Wuxi Education Commission

Professor Zhao Zhengnan
Vice President
Jiangnan University

Dr. Wang Xiaoping
Interpreter
The National Center for
Education Development Research

1994:

Dr. Alfredo G. de los Santos, Jr.
Member, Board of Trustees
The Carnegie Foundation for the Advancement of Teaching
Vice Chancellor for Educational Development
Maricopa County Community College District

Dr. Hsi-sheng Ch'i
Special Advisor to the President on China Matters
The Carnegie Foundation for the Advancement of Teaching
Dean, School of Humanities and Social Science
The Hong Kong University of Science and Technology

Dr. Lattie F. Coor
President
Arizona State University

Dr. Harold W. Eickoff
President
Trenton State College

Dr. Warren H. Fox
Executive Director
California Postsecondary Education Commission

Ms. Jeanine J. Natriello
Special Assistant to the President
The Carnegie Foundation for the Advancement of Teaching

Dr. Arnold R. Oliver
Chancellor
Virginia Community College System

Dr. Anthony R. Santoro
President
Christopher Newport University

Dr. Thomas D. Sepe
President
Mercer County Community College

Dr. Craig Richards
Associate Professor
Chairperson, International Education Committee
Teachers College, Columbia University

1995:

Wang Zhuping
Vice Mayor
Wuxi Municipality

Mrs. Qui Xuzhen
President
Wuxi Education Society

Mr. Yan Qingming
Vice President
Wuxi Jiangnan University

Mr. Huang Guoping
Vice Chief, Higher Education, Teaching Division
Jiangsu Education Committee

Mr. Xu Haifeng
Vice Magistrate
Yixing City

Mr. Ding Shanliang
Vice Director
Wuxi County Bureau of Education

**April 1996:**

Dr. Charles E. Glassick
Interim President
The Carnegie Foundation for the Advancement of Teaching

Dr. Martha E. Church
Senior Scholar, Past Chairperson, Board of Trustees
The Carnegie Foundation for the Advancement of Teaching
President *Emerita*, Hood College

Dr. Hsi-sheng Ch'i
Special Advisor to the President on China Matters
The Carnegie Foundation for the Advancement of Teaching
Dean, School of Humanities and Social Science
The Hong Kong University of Science and Technology

Dr. David W. Breneman
University Professor and Dean
Curry School of Education
University of Virginia

Dr. Arthur M. Hauptman
Senior Fellow
Association of Governing Boards of Universities and Colleges

Ms. Jeanine J. Natriello
Special Assistant to the President
The Carnegie Foundation for the Advancement of Teaching

Dr. Chang-Lin Tien
Member, Board of Trustees
The Carnegie Foundation for the Advancement of Teaching
Chancellor
University of California, Berkeley

**September 1996:**

Dr. Wei Yu
Vice Minister
The State Education Commission

Prof. Chen Jia'er
President
Peking University

Prof. Wang Dazhong
President
Tsinghua University

Prof. Yang Fujia
President
Fudan University

Prof. Weng Shilie
President
Shanghai Jiaotong University

Mr. Jiang Miaorui
Director-General
Foreign Affairs Department
The State Education Commission

Prof. Tan Songhua
Deputy Director-General
The National Center for Education Development Research

Mr. Tang Zhonghua
Assistant Director-General
Foreign Affairs Department
The State Education Commission

Dr. Wang Xiaoping
Associate Professor
The National Center for Education Development Research

# Appendix II
# 1988 Agreement for Collaboration

An Agreement for Collaboration Between
The National Centre for
Education Development and Policy Research
and
The Carnegie Foundation for the
Advancement of Teaching

## I. PURPOSE

This agreement is based on the conviction that the social and economic development of a nation is inexorably tied to higher education. The building of a vital network of colleges and universities within a society has become a prerequisite for national advancement, both cultural and technological. Representatives of the two organizations initiating this agreement are also convinced that the quality of planning will be enhanced through a comparative study of higher education. The primary purpose of the partnership outlined in this agreement is to encourage collaboration between *The National Centre for Education Development and Policy Research* and *The Carnegie Foundation for the Advancement of Teaching*, so that information can be shared and higher education policy can be more effectively developed.

## II. AREAS OF COMMON INQUIRY

We propose to organize this comparative study of higher education around five key themes:

- Autonomy and Accountability
  An urgent need is to find the right balance between autonomy and accountability in higher education.
- Diversity
  Higher education in contemporary societies must serve a wide variety of social and people's needs. We wish to explore the functions and student standards of colleges and universities with different missions and levels.
- Localization
  How do the institutions serve better the development of the local economy and society? What is the effective mechanism to integrate the institutions closely with local needs?

- Curriculum
  How responsive should the curriculum of higher education be to changing economic and social needs? Is there a core of study for all students? What is the balance between preparing students to meet the professional demands of society and helping them meet their civic and moral obligations?
- Quality and Assessment
  In the end, quality is crucial. What are the reliable means to measure excellence in higher education? Above all, what is, or should be, higher education's impact on society–on its culture, economy, and technical development?

III. CONSULTATIONS AND SEMINARS

The work of the proposed partnership will be conducted in the three phases over a three-year period.

Phase I: Initiation

To start this international collaboration, as a result of The Carnegie Foundation's invitation, a Chinese delegation will visit the U.S.A. this fall (1988) for the formal signing of the agreement and to complete plans for the preliminary work.

In the winter or early spring of 1989, Dr. Ernest Boyer, President of The Carnegie Foundation, will lead a U.S. delegation in a visit to The People's Republic of China to visit selected campuses, discuss critical issues facing higher education, and to share the experience the U.S. has had–the failures as well as the successes–in its effort to develop systems of higher education.

Phase II: Implementation

The second phase of the collaboration will feature a joint China/U.S. colloquium to be held in the United States during the 1989-90 academic year. This two-organization seminar will focus on the five policy concerns outlined above.

During the second year representatives from each of the two countries will participate occasionally in exchange visits. Participants in these exchanges will be mutually agreed upon by both countries. The scale of visit will be five to seven persons over a two- to three-week period.

Phase III: Dissemination and Inclusion

Finally, at the end of the three years, this partnership will culminate in an international forum held in the United States as a follow-up to the 1988 Beijing Conference. Eight to twelve nations will be invited to participate. The findings of the collaboration between the People's Republic of China and the United States will be shared and seminars will be held on the themes of Autonomy and Accountability, Diversity, Localization, Curriculum, and Quality and Assessment.

If this experiment proves mutually beneficial, an effort will be made to establish an ongoing international program in comparative higher education. If appropriate, The Carnegie Foundation may coordinate and partially support such an endeavor.

IV. SPONSORS AND PARTICIPANTS

In the formalizing of this agreement, The Carnegie Foundation for the Advancement of Teaching will be the sponsoring agency in the United States. Other American higher education organizations will be called upon as appropriate. The National Centre for Educational Development and Policy Research will be the sponsoring agency in the People's Republic of China. The Chinese higher education organizations concerned will take part jointly in the academic activities. In the process of seminar, the senior administrators of governmental departments and the personages concerned from the enterprise circles may be invited.

V. DESIGNATED OFFICIALS

Prof. Hao Keming, member of the State Education Commission, Deputy Director-General of the National Centre for Education Development and Policy Research, will serve as the chief liaison representative for the People's Republic of China. Prof. Li Zhibao, Deputy Director-General of the National Centre for Education Development and Policy Research, will be the associate liaison.

Dr. Ernest Boyer, President of The Carnegie Foundation, will serve as the chief liaison representative for the United States. Dr. R. Eugene Rice, Senior Fellow and Program Executive of the Foundation, will be the associate liaison.

VI. COSTS

Each country will assume the international travel costs of its delegation. All travel, and other costs *within* a country–for seminars, programs and other activities–will be covered by the host nation.

VII. STATEMENT OF AGREEMENT

We are pleased to accept the proposed conditions for the National Centre for Education Development and Policy Research of the PRC and The Carnegie Foundation for the Advancement of Teaching of the U.S. collaboration as set forth in this document.

November 14, 1988

## Appendix III
## 1992 Agreement to Extend Collaboration

Agreement to
Extend Collaboration Between
the National Center for Education Development Research,
the State Education Commission, China,
and
The Carnegie Foundation for the
Advancement of Teaching, U.S.A.

At the invitation of *The National Center for Education Development Research*, China, the American Delegation of Higher Education led by President Boyer of *The Carnegie Foundation for the Advancement of Teaching*, U.S.A., visited China from May 25 through June 10, 1992. During their stay in Beijing, Dr. Boyer, President of The Carnegie Foundation for the Advancement of Teaching, and Dr. Church, Chairperson-elect of the Board of *The Carnegie Foundation*, discussed with Professor Hao Keming, Director of *The National Center for Education Development Research of China*, continuing collaboration between the two parties, agreeing that the academic exchanges and collaboration had been successful and mutually beneficial to China and the U.S.A. since the signing, on November 14,1988, of "an Agreement on Academic Exchanges and Collaboration between *The National Center for Education Development Research* and *The Carnegie Foundation for the Advancement of Teaching*," and therefore that such collaboration and exchanges should be continued. Both parties have agreed to extend the agreement of academic exchanges and collaboration initially signed in 1988.

Through bilateral exchanges of opinions and discussions, both parties have confirmed the following:

I. The duration of the next term of academic exchanges and collaboration is five years, i.e., from 1993 through 1997.

II. Engage in research and comparative studies regarding issues of the following four topics:
   - administration of higher education, including the respective duties and spheres of power of the central and local governments, and higher education institutions; the management mechanism within the institutions of higher education, and financial resources and fund raising, etc.

- the development of higher education in relation to that of the high-tech district; the experiences of relations and cooperation between higher education and enterprises.
- the characteristics and trends of development of the community colleges.
- reform of primary education for the twenty-first century.

III. Collaborate mainly through the following ways:

- exchanges of information in academic research.
- arrangement of bilateral visits of personnel to the other side.

IV. Steps of Implementation:

- according to the stipulation of the 1988 Agreement, the first term of collaboration "will terminate by holding an international symposium in the U.S." It is suggested that the symposium be held in the United States in 1993, which will mark the beginning of the second term.
- between 1994 and 1997, experts of both countries will exchange visits according to the needs of collaboration and research. Participants and time of the visits will be mutually agreed upon by both sides through discussion.

V. Costs

Each party will assume the international travel costs of its own delegation. All the domestic travel and other costs during the visit will be covered by the host party.

Mutually agreed upon educational or research projects will be supported by funds secured by *The Carnegie Foundation for the Advancement of Teaching*.

August 7, 1992

## Appendix IV
## Memorial Speech for Dr. Ernest L. Boyer

First of all, I would like to express, on behalf of the National Center for Education Development Research of China and colleagues in the Chinese educational circle, our highest regard to and profound cherishing of the memory of our good friend and esteemed colleague, Dr. Ernest L. Boyer. I also express our heart-felt sympathy to our respected Mrs. Kathryn Boyer.

Dr. Boyer was a well-known American educator, and academic leader. His outstanding contributions to education are far beyond the country boundaries in which he lived. He has a strong academic presence in China, the most populous nation of the world, where there are many of his colleagues, friends, and readers. In a span of twenty years of academic exchanges from 1974 when he first visited China, to 1994 when he was in Beijing receiving an honor from Xiamen University, his excellent scholarship, his academic attainment, and his friendly feelings toward the Chinese people have won him extensive respect in the educational circle of China. Some of his works have been translated into Chinese language. They are *College: The Undergraduate Experience in America*, *Scholarship Reconsidered*, and *The Basic School: A Community for Learning*. They have been well received by Chinese readers. He is an honorary professor at Xiamen University, and an honorary doctorate at Peking University. The honors at these two top Chinese universities crystallize the respect of his high academic attainment by the Chinese academic circle. He was our good colleague, and good friend. He was a good friend of the Chinese people. We will always remember him.

In his lifetime, Dr. Boyer made immense contributions to education, and fought to the last moment for educational cause. We can proudly say that he is worthy of his cause, and worthy of his people. "Spare no effort in the performance of one's duty until one's heart stops beating" is a phrase we Chinese use to describe someone who has devoted all his/her energy and life to his/her cause. It is fitting to describe Dr. Boyer's life. He has devoted his heart and soul to educational cause, and to the healthy and sound growth of children and young people.

Immense also are his efforts and contributions to the Sino-U.S. educational exchanges. We recall vividly the great efforts he made in promoting the educational exchanges between our two countries. Especially, I'd like to recall an unforgettable anecdote that shows his devotion. That was the Spring of 1993

when I led a Chinese higher education delegation to the U.S. This was only a few months since he started cancer treatment, and it was a crucial time for rehabilitation and convalescence. Nevertheless, he made light of the hardship of travel on his health, and flew across the American continent from the east to the west coast to meet the Chinese delegation and participated actively in the heavy academic schedule. This moved me and all the Chinese colleagues deeply. His earnest attitude in work, totally-devoted spirit, academic attainment, and his amiable personality and sincerely warm style all left us with an indelible impression. We will cherish the memory of him by continuing the educational exchange between the U.S. and China, and the collaboration between The Carnegie Foundation for the Advancement of Teaching and the National Center for Education Development Research.

Dr. Boyer, you had always worked tirelessly. It is time that you took a rest.

Ever lasting will be your academic attainment, your hard-working spirit, and your friendship with the Chinese people.

May you rest in peace.

Hao Keming
A sincere friend in China
January 1996

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